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SELF-HATRED IN COLLEGE WOMEN: SEX-ROLE STEREOTYPES
AND SAME-SEX AFFILIATION



by
Lorette Kathleen Woolsey Toews

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies and
Research for acceptance, a thesis entitled "Self-Hatred
in College Women: Sex-Role Stereotypes and Same-Sex
Affiliation" submitted by Lorette Kathleen Woolsey Toews
in partial fulfillment of the requirements for the degree
of Doctor of Philosophy.

ABSTRACT

The study applied minority group theory to women, studying women's relationships with and attitudes toward own sex within a context of femininity as a low-prestige stereotype. The study investigated effects of sex-role stereotypes on women's and men's affiliation with their own sex as a group, with a particular focus on the effects of the negative aspects of the feminine sex-role stereotype and women's willingness to associate with other women, both symbolically (in having a sense of belonging and common identity with other women), and in actual relationships.

Two hundred ninety-six unmarried college students were tested. The study was arranged in a 2 x 2 x 2 three-factor fixed-effects analysis of variance design. The independent variables were Competency, and Warmth and Expressiveness self-description scores on the Sex-Role Questionnaire, and Sex. The dependent variable of same-sex affiliation was assessed by the ten scales of the Affiliation Questionnaire and by the social desirability score of the Sex-Role Questionnaire under instructions to describe an adult person of the same sex. Two-way analyses of variance and simple effects analyses (males and females separately) were used to check the results. N's ranged

from 96 to 172 in the different analyses of variance.

It was hypothesized that men and women would differ in same-sex affiliation. Further, the outgroup self-hatred hypothesis predicted that women who rejected in themselves even negative feminine traits (high Competency women) would exhibit a corresponding rejection of other women as associates, comparable to the minority group member who adopts the characteristics of the dominant group and rejects his own group, while high Competency would enhance same-sex affiliation in men. The Sex x Competency interaction effects were used as a test of this hypothesis, with high Competency women predicted to show less affiliation with their own sex than low Competency women. The third hypothesis predicted that incorporation of socially desirable feminine qualities (high Warmth and Expressiveness) in self-concept would enhance same-sex affiliation in women and inhibit this in men, as shown by significant Sex x Warmth interaction effects, with high Warmth women displaying greater affiliation with own sex than low Warmth women.

The hypothesis that men and women would differ in same-sex affiliation was supported by significant, replicated main effects for the Sex variable on the social desirability measure and on seven scales of the Affiliation Questionnaire: Important Tasks, Companionship, Working

Relationships, Same-Sex Groups, Personal Friendship, Acceptance of Sex-Role Labels and Loyalty. Significant Sex x Competency interaction effects were found on two of the three remaining scales providing evidence of male-female differences on these measures as well.

Significant Sex x Competency interaction effects were found on four measures (Important Tasks, Loyalty, Pride, Dissociation), supporting the outgroup self-hatred hypothesis. Results on three other measures (Companionship, Working Relationships and Acceptance of Sex-Role Labels) showed main effects for the Sex variable, compatible with the outgroup self-hatred hypothesis, in that women displayed significantly less same-sex affiliation than did men. The third hypothesis was supported for two measures (Important Tasks and Same-Sex Groups), as shown by significant Sex x Warmth interaction effects.

The outgroup self-hatred hypothesis was judged to have displayed sufficient explanatory power to be a useful tool in the study of sex differences, though prestige appeared more important than the outgroup aspect. The implications of the findings for the status of women and for complementary sex-roles were discussed.

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CHAPTER I

INTRODUCTION

The purpose of this study was to investigate the relationship between women's sex-role stereotypic beliefs and their associations with their own sex. Specifically, this was a study of low-prestige group membership: the effect of negative aspects of the feminine sex-role stereotype on women's willingness to associate with other women; both symbolically (in the sense of ascribing the same characteristics to themselves and other women) and actually (through association with other women).

The Royal Commission on the Status of Women in Canada (Bird, Henripin, Humphrey, Lange, Lapointe, MacGill, Ogilivie, 1970) suggested that women constitute a psychological minority group whose members, like other groups of people treated as inferior, have accepted the conventional social constraints and mental images of themselves and are consequently little inclined to identify with the collective problems of their own group.

There is evidence that women, though not a statistical minority, fit the definition of a minority as any group of people who are singled out for differential and unequal

treatment on the basis of physical or cultural characteristics (Bird et al., 1970; Broverman, I., Broverman, D. M., Clarkson, Rosenkrantz, Vogel, 1970; Hacker, 1951; Watson, 1966). Although it is clear that women share many of the characteristics of other minority groups, it is not known which aspects of minority group theory can explain women's behavior.

Allport (1955) has contended that for a minority group member to identify with the dominant group is a form of self-hatred, whether this takes the form of trying to adopt the characteristics of the dominant group, of accepting the negative stereotypes, or of denigrating members of his or her own group. The major question of this study was whether women would display the outgroup self-hatred analyzed by Allport (1955).

A number of studies have demonstrated the relatively unfavorable character of the feminine sex-role stereotype held by women as well as men (Broverman et al., 1970; Clarkson, Vogel, Broverman, I., Broverman, D. M., 1970; Rosenkrantz, Vogel, Bee, Broverman, I., Broverman, D. M., 1968; McKee and Sherriffs, 1959). Reviews of the literature on sex preferences have pointed out that the cultural disadvantages of women exert a weakening effect upon girls' feminine identification (Brown, 1958; Lynn, 1959).

Goldberg (1970) found evidence that women are prejudiced against their own sex. Similarly, Sherriffs and McKee (1957) found that males emphasize the positive characteristics of men, while females stress the unfavorable aspects of women. Available evidence on women's attitudes to female leadership and on voting patterns have demonstrated that women have a relatively low opinion of each other (Bird et al., 1970; Douverger, 1955; Peterson, 1965; Watson, 1966).

Finally, it has been suggested (Millet, 1970; Tiger, 1969) that females do not form supportive coalitions or power groups and that all-female groups are less common than all-male groups. Feminist literature has asserted that women cannot get along with each other in groups because their low status has led them to devalue each other. More empirical evidence about women in groups has been provided by Douvan and Adelson (1966) who found little evidence of a "true gang spirit" in adolescent girls. Watson (1966) reported on the evidence which showed the importance of gangs to boys, but found almost no information on girls' gangs, which were described as brief and imitative.

The goal of this investigation was to find out whether, for women, identification of self with the traditional feminine sex-role stereotype was related to

negative attitudes and relationships to women as associates in important tasks, work and play, all-female groups, women as experts or helpers, and as personal friends. The study was further designed to explore women's same-sex affiliation as shown in women's pride, loyalty and positive beliefs about their own sex as a group, and in their willingness to be seen by others as feminine, (i.e. like the stereotype) and as being like the typical member of their own sex.

The following research questions emerged:

1. Do women and men differ in same-sex affiliation?
2. Do sex-role stereotypes differentially affect men's and women's relationships with and attitudes toward their own sex such that the operation of the stereotypes as inhibitors of same-sex affiliation is evident?
3. Do sex-role stereotypes differentially affect men's and women's relationships with and attitudes toward their own sex such that the operation of the stereotypes as enhancers of same-sex affiliation is evident?

This research was designed to further the understanding of the effects of the differential evaluation of men and women.

CHAPTER II

REVIEW OF THE LITERATURE

WOMEN: "The 51 Percent Minority Group" (Joreen, 1970, p. 37).

As in the Negro problem, most men have accepted as self-evident, until recently, the doctrine that women had inferior endowments in most of those respects which carry prestige, power, and advantages in society. . . . As the Negro was awarded his 'place' in society, so there was a 'women's place' (Myrdal, 1944, p. 1077).

While women are seldom a statistical minority, Hacker (1951) and Watson (1966) have argued that women fit Wirth's (1945) definition of a minority as any group of people who are singled out for differential and unequal treatment, on the basis of physical or cultural characteristics. According to Wirth (1945), objective position is less important in defining a group as a minority than their behavior, images, and expectations. Particularly important is their exclusion from certain privileges, either indirectly through socialization or by discrimination.

To consider women as a minority or low-prestige group is not new (Bird et al., 1970; Broverman et al., 1970; Davis, A., 1969; Davis, K., 1959; deBeauvoir, 1953;

Degler, 1965; Folsom, 1944; Hacker, 1951; Kitay, 1940; Millet, 1970; Myrdal, 1944, 1962; Reisman, 1964, 1965; Rim and Aloni, 1969; Rossi, 1965, 1970; Shainess, 1969; Tiger, 1969; Watson, 1966). However, it does provide a theoretical framework for research that has been ignored until recently.

Typically, discussions of sex-role differences, particularly those on feminine psychology, have had a biological rather than social emphasis, in a modern reflection of Freud's famous "anatomy is destiny" dictum. As McKee and Sherriffs (1957) note:

. . . in the literature on sex-role differences, the answer to the basic question of the differential evaluation of the two sexes has usually either been assumed or given only incidental attention. We find interesting hints here and there, but the more favorable position of the male is, for the most part, taken for granted (p. 357).

Nor do biological explanations preclude the necessity of studying sex-role behavior from a social learning point of view. The complexity of the relationship between biology and behavior is well illustrated by Schacter and Singer's (1962) evidence that particular physiological states can result in a variety of felt emotional states and behaviors, depending on the social context. Thus, it seems vain to attempt to understand women's behavior without at least

trying to capture the effects of the way in which women are characterized, and characterize themselves (Weisstein, 1970).

It is evident that women share common ground with other low-prestige groups, problems such as a poor image (Broverman et al., 1970; Rosenkrantz et al., 1968), economic discrimination (Bird et al., 1970; Mead and Kaplan, 1965; Peterson, 1965) and unequal representation in positions of power (Bird et al., 1970; Mead and Kaplan, 1965; Millet, 1970; Tiger, 1969). However, it is also clear that they do not share other things, i.e. social distance from the dominant group (Bird et al., 1970; Hacker, 1951; Rossi, 1965), a sense of their own unequal treatment (Degler, 1965; Rossi, 1965). Thus, it is important for further study to clarify which aspects of minority group theory can be meaningfully applied to women. The present study was one such attempt. This conception of the problem is more likely to augment and modify other viewpoints than replace them.

Study of the issue is further confounded by the "veneer of equalitarianism" found by McKee and Sherriffs (1957), so that the subjects, while describing males more favorably than females, denied partiality and described their beliefs as equalitarian. Yet, in this same study, 61 per cent of the females compared to only 29 per cent of males, described themselves as being troubled by feelings

of intellectual inferiority. That is, sex roles have been well rationalized on a "complementary but equal" basis, and most women would probably deny that they, like the rest of the culture, are male-centered and that they perhaps undervalue women.

This is particularly likely since the period following the suffragette movement has been reactionary (Friedan, 1963; Millet, 1970), and feminist concerns have been unpopular until only recently (Degler, 1965; Rossi, 1965). Although there is evidence of role conflict (Bardwick, 1970; Komarovsky, 1946; Seward, 1964; Wallin, 1950), and the breakdown of traditional roles (Rosenberg and Sutton-Smith, 1960), there is no strong evidence of widespread role dissatisfaction among North American women (Bardwick, 1970; Rossi, 1965).

Hacker (1950) argues that although women correspond to a minority group in the sense of being singled out on the basis of physical characteristics for differential treatment, they do not generally regard themselves as objects of collective discrimination. This appears to still be true today (Bem, S. L., Bem, D. J., 1971; Degler, 1965). Nevertheless, low-prestige group membership has consequences, whether the members are aware of these or not. The next section will review the literature related to one of these consequences: the stereotypes of women.

THE STEREOTYPES - "Wanted: A New Self-Image for Women
(McClelland, 1965, p. 173)."

As in the case of the Negro, women themselves have been brought to believe in their inferiority of endowment (Myrdal, 1944, p. 1077).

A sex-role stereotype was defined by Rosenkrantz et al. (1968) as a consensual array of beliefs about the differing characteristics of men and women. A number of studies have documented the existence of widely held and clearly defined sex-role stereotypes (Komarovsky, 1950; Lunneborg, 1970; Osgood, 1964; Reece, 1964; Sappenfield, Kaplan and Balogh, 1966; Wallin, 1950).

Lunneborg (1970), using the Edwards Personality Inventory compared stereotypic sex-role descriptions with actual sex differences in self report. The stereotypes were both broad (affecting all scales but one) and consensually defined, even to the level of each trait within each sex. These results confirmed the hypothesis that perceived or predicted sex differences are even greater than actual sex differences, exaggerating existing differences and creating others. Having found 48 items that were 'stereotypic,' in the sense of not discriminating the sexes though being judged to do so, she suggested that MF scales be corrected for stereotypic thinking; compensating for defensiveness in self-description.

The two clusters (Competency, and Warmth and Expressiveness), identified by Clarkson et al. (1970), generally correspond to the masculine and feminine stereotypes found by Reece (1964) in a factor analytic study using a semantic differential instrument. Two major factors were obtained--for masculinity, the potency factor is paramount with highest loading scales such as "powerful-helpless," "robust-frail," "sturdy-fragile," "strong-weak." The second factor is labelled a social behavior factor, with major loadings on these scales: "harsh-tender," "severe-gentle," "gruff-mild," "unfeeling-sensitive," "crude-refined," and "cruel-kind." The same two major factors appeared for typical femininity, with reversed magnitude. Sappenfield et al. (1966) replicated these results using the same instrument with photographs previously identified as masculine and feminine.

Osgood's (1964) cross-cultural studies using the semantic differential technique found culture-specific sexual stereotypes and a cross-cultural potency factor with loadings from scales such as "strong-weak."

All of these studies except Osgood (1964) are limited in generalizability by the use of college students. The sampling procedure is deficient in several in that they either used volunteers (Lunneborg, 1970; Sappenfield et al., 1966), a single intact college class (Komarovsky, 1950), or

failed to specify their method of sampling (Reece, 1964; Sappenfield et al., 1966).

In a survey of 7,500 Canadian children, aged ten to sixteen, Lambert (1971) demonstrated that clearly differentiated sex-role stereotypes exist in children. The influence of the stereotypes on behavior was evident in the finding that for girls poor academic performance was an accompaniment of traditional sex-role stereotypic beliefs.

More numerous are the studies which demonstrated not only the pervasiveness of sex-role stereotypes, but the relatively unfavorable character of the feminine stereotype (Broverman et al., 1970; Clarkson et al., 1970; Fernberger, 1948; Jarrett and Sherriffs, 1953; Kitay, 1940; McKee and Sherriffs, 1957, 1959; Rim and Aloni, 1969; Rosenkrantz et al., 1968; Rudy, 1968-69; Sherriffs and Jarrett, 1953; Sherriffs and McKee, 1957; Smith, 1939; White, 1950).

Fernberger (1948) found that both men and women agreed that women cause trouble more often, are considerably less intelligent, talk too much, and are more sensitive than men. Ninety per cent of male subjects and 75 per cent of female subjects expressed a belief in the all round superiority of men. This was despite the recent lectures

on the lack of fundamental differences between the sexes which had been received by these students. The results of this study are so clear cut that they are useful, in spite of the poor instrument used, the use of the investigator's own college class, and the lack of statistical analysis. Previously cited evidence is further demonstration that these findings were not accidental.

The hypothesis that a low-prestige group will tend to follow the prevailing opinions of a high-prestige group even when these are hostile, deprecatory and disadvantageous to themselves, was put forth by Kitay (1940). He used agreement of male and female subjects on an attitude test of the attributes, rights, proper sphere of work and value of women to society as a criterion and considered this hypothesis confirmed. Though inferential statistical techniques were not used, the $r = .65$ more than exceeds the critical value ($p < .01$) for the sample size. Again, the clear agreement and similar findings by later researchers make the conclusions more convincing.

Rim and Aloni (1959) examined the autostereotypes of two ethnic groups, a working and middle class sample, men and women, using a semantic differential type instrument. Their results indicated that men and women think that women are unintelligent, light-headed, emotional, impulsive,

slow, doubtful, cowardly, superstitious, unstable, feel inferior, stir up trouble, and pry into personal affairs. However, they also are flexible, polite, and solve problems by negotiation. Women's autostereotype was significantly less favorable than their stereotype of men and the researchers conclude "that women perceive themselves as inferior to men (p. 322)." The women's stereotype was stable, and their self-image was similar to their perception by others. The data confirmed Kitay's (1940) hypothesis though the researchers did not mention this specifically using a related hypothesis that 'upper' groups' autostereotypes would be more favorable than their heterostereotypes and that the autostereotypes of the 'lower' groups would be less favorable than their heterostereotypes. This was confirmed for men and women as 'upper' and 'lower' groups.

A series of well designed studies by related researchers (Jarrett and Sherriffs, 1953; McKee and Sherriffs, 1957, 1959; Sherriffs and Jarrett, 1953; Sherriffs and McKee, 1957) established "the higher evaluation of males by college students of both sexes beyond a reasonable doubt (McKee and Sherriffs, 1959, p. 356)." The variety of procedures used to answer methodological problems, the wide range of behaviors and characteristics sampled by their instrument, and the consistency of the

findings make this conclusion convincing.

Rosenkrantz et al. (1968) developed a sex-role stereotype questionnaire of 122 bipolar items (one end of the pole being 'masculine', and the other 'feminine') by asking college students for sexually differentiating items. These items were then used with college men and women to obtain descriptions of an average male, an average female and self. Separate social desirability ratings were obtained from another group of students. Their results indicated high agreement between men and women as to what traits were 'masculine' ($r = .960$) and 'feminine' ($r = .950$).

Using a criterion for consensual agreement of 75 per cent or better agreement by both men and women that an item was masculine or feminine, they obtained 41 'stereotypic' items, with significantly different means between the masculinity and femininity responses ($p < .001$). Twenty-nine of these were male-valued, that is, the masculine pole was seen as socially desirable; while 12 were female-valued, and the difference was statistically significant ($p < .01$). Further, the mean social desirability score on the masculine pole of the 41 stereotypic items was significantly different ($p < .02$) than the proportion expected by chance. The authors concluded that despite the professed equality of the sexes, masculine

stereotypic characteristics are seen as more socially desirable by both men and women.

One weakness of the study was that the experimenters chose to administer the self-description instructions last, in order to establish a frame of reference. Though it probably did so, it may well have spuriously raised the correlation between the self-description and the sex-role stereotype, and a study which attempts to elucidate this relationship ought to eliminate ordering effects.

When social desirability responses were correlated with the difference between the femininity and self responses, and the difference between the masculinity and self response, none were statistically significant. The authors concluded that there was no differentiation between self-concept and sex-role stereotype as a function of social desirability.

In the case of the self-concepts of women this means, presumably, that women also hold negative values of their worth relative to men. This implication is particularly surprising when it is remembered that the data producing the conclusion were gathered from enlightened, highly selected college girls who typically more than hold their own intellectually vis-a-vis boys, at least in terms of college grades. The factors producing the incorporation of the female stereotype along with its negative valuation into the self-concept of the female Ss, then, must be enormously powerful (Rosenkrantz et al., 1968, p. 293).

Evidence that the degree to which women associate themselves with the positive and negative aspects of femininity is significant was provided by a study on family size and sex-role stereotypes by Clarkson et al. (1970). Using their Sex-Role Stereotype Questionnaire, they focused on the 57 stereotypic items, of which 45 were male-valued (the masculine pole had been demonstrated as more socially desirable) and 12 were female-valued. These clusters were identified as the Warmth and Expressiveness cluster and the Competency cluster, referring to the general content of the female and male valued items. Warmth scores were not significantly associated either with family size or with Competency scores. However, the Competency variable was significantly associated with family size, high Competency women having significantly fewer children, even on comparisons using only working mothers. Thus, women who rejected the negative aspects of the sex-role stereotype tended to have fewer children.

Of more relevance to the present study were the findings (McKee and Sherriffs, 1957; Sherriffs and McKee, 1957) that males emphasize the favorable characteristics of males, while females emphasize the unfavorable characteristics of females. Self-descriptions followed the same pattern. Consistent with this, Smith (1939) found that with increasing age, boys have a progressively more favorable

opinion of boys, while girls have a progressively poorer opinion of girls.

Sex-role preference studies have confirmed the relatively poor opinion that women have of the characteristics and behaviors of their own sex. Brown (1958) summarized fourteen studies of sex-role preference. Beginning in kindergarten, boys showed much greater preference for the masculine role than girls for the feminine role, while a majority of girls in Grades 1 to 4 preferred masculine to feminine things. Adult studies revealed that between five and twelve times as many women as men recall having wished to be of the opposite sex.

Lynn (1959) reviewed the research literature on masculine and feminine identification, and sex-role preference to say that:

. . . the girl is still affected by many cultural pressures. The prestige and privileges offered males but not females, and the lack of punishment for adopting aspects of the masculine role, are predicted to have a slow, corrosive, weakening effect on the girl's feminine identification. Conversely, the prestige and privileges accorded the male, the culture's systematic rewards for adopting the masculine role, and punishment for not doing so, strengthen the boy's masculine identification. . . .

These findings were generally confirmed by the research findings which were reviewed (p. 134).

In brief, the literature reviewed has documented both the existence of clear, widely held sex-role stereotypes and the relatively unfavorable character of the female stereotype. Research on the antecedents and impact of the cultural devaluation of women is lacking. The present study was directed to the effects of these negative aspects of the feminine sex-role stereotype on women's self-concepts and upon their relationships with other women.

SAME-SEX AFFILIATION IN WOMEN - or "Who wants to talk to a bunch of women? (Slater, 1971)."

Women express themselves as disliking other women, as preferring to work under men, and as finding exclusively female gatherings repugnant (Hacker, 1950, p. 62).

Same-sex affiliation refers to affiliation with one's own sex as a collectivity--willingness to be seen as like the typical member of one's own sex, willingness to choose same-sex associates in friendship and work, and attitudes to own sex as a whole.

This section deals with effect of negative female stereotypes on women's self-image, and upon their thoughts and feelings about other women. The literature which associates the attributes of women to psychological

characteristics of minority groups is reviewed. Particular dimensions which frequently emerge from the literature include: self-hatred in women, women's prejudice toward their own sex, women's group behavior, and women's attitudes toward female competence.

Self-hatred in Women

Hacker (1951) has suggested that women manifest many of the psychological characteristics of minority group members. In particular, she asserted that women display the self-hatred manifested by the minority group member as a reaction to his group affiliation:

This feeling is exhibited in the person's tendency to denigrate other members of the group, to accept the dominant group's stereotyped conception of them. . . . He may seek to exclude himself from the average of his group, or he may point the finger of scorn at himself. Since a person's conception of himself is based on the defining gestures of others, it is unlikely that members of a minority group can wholly escape personality distortion. Constant reiteration of one's inferiority must often lead to its acceptance as a fact. . . . Women reveal their introjection of prevailing attitudes toward them. Like those minority groups whose self-castigation out-does dominant group derision of them, women frequently exceed men in the violence of their vituperations of their sex (pp. 61, 62).

Millett (1970) asserted that the psychological effect of women's position in patriarchal society is the

development of characteristics common to marginal and low status groups:

What little literature the social sciences afford us in this context confirms the presence in women of the expected traits of minority status: group self-hatred and self-rejection, a contempt both for herself and for her fellows--the result of that continual, however subtle, reiteration of her inferiority which she eventually accepts as a fact . . . (p. 56).

Empirical testing of these ideas would involve looking at a possible relationship between a woman's sex-role stereotypes and her judgments of other women as associates. As Watson (1966) said:

Girls who accept the idea of male superiority build the corollary of their own inferiority. They conclude that it is right for men to get better jobs and more pay. They shun working under a woman executive. They are bored by social gatherings exclusively female. . . (p. 449).

Allport's (1955) analysis of self-hatred in minority group members has provided a basis for testing the ideas put forward by Hacker (1951), Millett (1970) and Watson (1966). His analysis pointed out that for a minority group member to identify with the values of the dominant group results in a self-hatred of his/her own group. This could take the form of accepting the dominant group's negative stereotypes, blaming one's own group for their low status, or rejecting one's own group and trying to become a member of the dominant group. This would lead to the hypothesis that women as members of a low prestige

group would show more negative attitudes to their own sex than would men and that this rejection of affiliation with own sex would have some visible connection with the stereotypes held by the individual.

Women's Prejudice Toward Their Own Sex

Another question is the harshness with which women judge other women. Goldberg (1970) asked college women to criticize professional articles from six different fields, giving the author's names as "John McKay" or "Joan McKay." The articles supposedly written by "Joan McKay" were given significantly more criticism, even those on such traditionally feminine areas as nursing and household economics. Using a definition of prejudice as perceptual distortion based upon a stereotype, Goldberg concluded that women are prejudiced against other women. In a similar vein, McKee and Sherriffs (1957) established that partiality for males was greater in females than in males, and Sherriffs and McKee (1957) found that males emphasized the positive characteristics of males, while females emphasized the unfavorable characteristics of females.

The meaning of this in terms of self-concept and women's willingness to associate with and to be associated with other women is not entirely clear. For instance, that women's self-descriptions are found to be equally sex-typed to men's (Rosenkrantz et al., 1968) or even more so (McKee

and Sherriffs, 1959), fits strangely with the above mentioned evidence of women's harsh judgments of other women. The sex-typing of women's real self-descriptions may bear more relationship to Douvan and Adelson's (1966) results which showed that as the adolescent female's road to achievement lies toward marriage and children, orientation toward femininity in girls serves an equivalent function to boys' occupational aspirations.

Bardwick (1970) suggested that affiliative needs are dominant in women, and that a primary route to achievement involves success as wife and mother. This is consistent with Millett's (1970) evidence that female status is primarily or ultimately dependent upon the male. As McClelland (1965) asserted, women are defined in relation to males, with evaluation of feminine qualities occurring around masculine attributes as preferred norms. Further, there has been evidence that women believe man's ideal woman is markedly sex-typed (McKee and Sherriffs, 1959; Steinmann, 1963; Steinmann and Fox, 1968). This is so in spite of the fact that men's descriptions of their ideal woman was considerably less sex-typed than women believed it to be (McKee and Sherriffs, 1959). Reece (1964) obtained the interesting results that "typical" femininity is regarded as weak, but "ideal" femininity is strong, particularly in the sense of activity and vigor. The ideals

of both sexes were more androgynous. However, he may have contaminated his results by not doing separate analyses of males and females.

Seeing the problem from an analogy to minority or low-prestige groups, women could be both more sex-typed in self-concept (as a primary achievement pathway), yet more denigrating of female characteristics, dissociating themselves from the average of their group. There have been suggestions that the feminine role per se may not be entirely appealing to women. Lynn (1959) gave evidence that females identified more with their mother's role, while males identified with a cultural stereotype, though he attributed this to the greater availability of the same-sex parent for girls. More recently, Rosenberg and Sutton-Smith (1964, 1966) found daughters' femininity more affected by other family members, sons' masculinity by outside role expectations.

Some of the problems in looking for meaning in data about self and sex-role congruence can be seen in placing two studies side by side. Douvan and Adelson (1966) in an interview study including 2,005 adolescent girls described the unambivalent feminine girls as very well adjusted and mature in interpersonal relationships. Yet, they make some statements in describing this type of girl

that seem rather inconsistent with an asexual ideal autonomous maturity in an achievement oriented society:

She shows little motivation for personal achievement. She prefers security to success, she does not daydream about achievement, but rather exclusively about popularity, dating, marriage and family goals. . . . The girls are distinguished by a compliant, dependent relationship to their parents . . . (pp. 244, 245).

Broverman et al. (1970) found that a sample of 74 clinicians described healthy males and females differently, along sex-role stereotype lines. Most striking was the finding that their descriptions of a healthy mature adult (sex unspecified) closely resembled their descriptions of the behaviors judged healthy for men but not for women. Other researchers have found it necessary to compensate for the "masculine bias" in psychological research (Sistrunk and McDavid, 1971; Uesugi and Vinacke, 1961).

Women's Group Behavior

Psychological data on same-sex aggregations in adults are scarce and such literature as one finds tends to consist of opinion and 'soft' data. Anthropological studies are available, but while these are useful as a general background, they are peripheral for this study and usually fail to provide testable hypotheses in a psychological context.

Both Tiger (1969) and Millet (1970) presented considerable cross-cultural and historical data to assert that power groups are typically all-male groups from which females are excluded. Tiger (1969) went on to postulate a "bonding instinct" in males which is lacking in females. Since his data are primarily non-genetic, such a genetic explanation appears both gratuitous and tenuous. Tiger (1969) himself admitted that to argue a genetic explanation on the basis that particular behavior is widespread is a rather chancy, shotgun type of approach. He suggested that female groups are both less common than and different from male groups in structure and stability, but did not specify in exactly what ways.

Tiger's (1969) explanation does not preclude the necessity of studying female aggregation from a social learning point of view (Lambert, 1971). As McClelland (1965) said, cross-cultural data have demonstrated the importance of training by delineating cultures where women are assertive, while men are dependent, artistic, and timid.

More relevant evidence is provided by Douvan and Adelson (1966). They found that adolescent girls characteristically had two or three intimate friendships, based on identification. Intimate friendships for girls appeared to be used as a resource to solve the problems of emerging

sexual drives, through complex identifications, and to merge these with self-understanding, and the development of interpersonal skills. However, they found little evidence of the "true gang spirit" in girls. The boys in the study were less likely to have intimate friends, and more likely to form gangs useful in the tasks of developing autonomy in relation to authority.

To this end he needs the gang, the bond of brothers, in alliance with whom he can confirm himself as autonomous and maintain a wall of resistance to authority. Even when the boys' close friendship group is small in number, they are apt to give it a ganglike definition, for example, calling themselves 'The Three Musketeers' or 'The Four Horsemen'. Girls, on the other hand, even when they are part of a large group of friends, tend to form into centers of intimate two- and three-somes. . . . But we also find in the boys' answers a theme which does not get much play from girls--the expected help from a friend when in trouble or in times of crisis (Douvan and Adelson, 1966, pp. 194-196).

Watson (1966) reported the evidence (Thrasher, 1927; Whyte, 1934) of the importance of gangs to boys, but found little data on girls' gangs.

The Douvan and Adelson (1966) results and Watson's (1966) review suggest the hypothesis that women's and men's friendship patterns would differ, the former involving intimacy, the latter comradeship. As Udry (1971) stated:

There is among young males a sense of camaraderie which is an important part of the feeling of masculinity, and which manifests itself in numerous subtle ways.

This characteristic is nearly absent from female groups and might be thought of as an activity peculiar to male solidarity. Loyalty to the male group is a distinctive part of maleness with no counterpart among females (Udry, 1971, p. 81).

Women's Attitudes Toward Female Competence

White (1950) after years as president of Mills College (a women's school) writes:

Equally depressing in showing the low opinion of their sex held by many women are the results of a questionnaire recently filled out by a large mixed class of undergraduates. The girls felt that women have more 'common sense' than men, but agreed emphatically with the men in the class that men are generally superior to women and more intelligent than women. They also agreed that women talk too much and that they 'cause more trouble' than men do . . . great numbers of women resent eminence in other women. Women's clubs are well known to prefer men speakers to women; women tend to dislike working for women bosses; they often vote for a low-grade man (pp. 26, 27).

Duverger's (1955) evidence on voting patterns in France, the German Federal Republic, Norway and Yugoslavia, showed that the political parties that give most public support to women's causes are least voted for by women. Further, he said that the fact that women's names are more often struck off the ballot than the names of male candidates has been attributed to the hostility of women voters. Tiger (1969) quoted a Manchester Guardian article which accounted for the decline in female candidates for public office by the masculine preferences of party members,

including women. Peterson (1965) reported that a U. S. Civil Service Commission report revealed prejudice against women in high grade federal jobs. This article also described a study by the National Office Manager's Association in 1961, in which 65 per cent of the 1,900 firms surveyed "questioned the advisability of putting a woman in an advisory position (Peterson, 1965, p. 166)." This suggested that men and perhaps women are opposed to female leadership.

Watson (1966) described it this way:

Women who accept second-class citizenship and identify with prescribed sex-roles do not try to keep up with political issues. They echo their husband's opinions. This accounts, in part, for the disappointment of the advocates of women's suffrage, who expected it would bring a wave of social improvement. It is interesting to note that while 58 percent of men said they would vote for a well-qualified woman if their party nominated her for President; only 51 percent of the women would support such a candidate (American Institute of Public Opinion, Nov. 15, 1963).

In a study (Remmers, Radler, 1957) of teenagers, the differences were even more marked. Opposition to women holding high office was expressed by 31 percent of teenage boys, but by 61 percent of teen-age girls. The prejudice against their sex seems somewhat stronger in women themselves than in men (p. 449).

A study prepared for the Royal Commission on the Status of Women in Canada concluded that the reluctance of women's organizations to support qualified women for public

office constituted a major obstacle to election of women candidates (Bird et al., 1970). In the Commission's survey in Quebec, 34.1 per cent of the women respondents thought that women did not have the necessary background to become candidates for public office (Bird et al., 1970).

The literature suggests, in summary, that the following aspects are important in considering women's relationships to their own sex: self-hatred in women as a group, women's prejudice toward their own sex, women's group behavior, and women's attitudes to female competence.

An appropriate conclusion for this section is found in the Report of the Royal Commission on the Status of Women in Canada:

The stereotype of the ideal woman has its effect upon Canadian women. It appears that many women have accepted as truths the social constraints and the mental images that society has prescribed, and have made these constraints and images part of themselves as guides for living. This theory could partly explain why some women are little inclined to identify themselves with the collective problems of their sex and tend to share the conventional opinions of society. Social scientists have noted a similar phenomenon in their study of certain minority groups, or people treated as inferior. Their members often fail to identify with their own group. This is particularly true of individuals who cross the border separating them from the majority and who then adopt its attitudes and standards.

The concept of the psychological minority offers one possible interpretation of the effects upon women of stereotyping. Women do not, in fact, constitute a social group since they are found everywhere and in all classes. They cannot

be isolated, as a collectivity, from the other members of society with whom they live in close relation. They cannot, moreover, be described as a demographic minority in society as a whole, though they are often a minority in the world of work and politics. But, according to some writers, a psychological minority group is an aggregation whose collective destiny depends on the good will or is at the mercy of another group. They--the members of a psychological minority--feel and know that they live in a state of dependency, no matter what percentage they may be of the total population (Bird et al., p. 14).

CHAPTER III

METHOD

The study was done in two stages. One hundred and two college students were used to pre-test 100 Likert-type items on same-sex affiliation. A principal components analysis yielded ten scales used to form the Affiliation Questionnaire, a self-report instrument which assessed subjects' willingness to choose members of own (versus opposite) sex as associates in variety of situations in which sex of associate is theoretically not relevant and their tendency to make favorable (versus unfavorable) statements about individuals and groups of their own sex.

The actual study was arranged in a 2 x 2 x 2 three-factor fixed-effects analysis of variance design which used 296 unmarried college students as subjects. Eight groups of subjects resulted as shown in Table 1. Competency, and Warmth and Expressiveness scores on the Sex-Role Stereotype Questionnaire were two of the independent variables, the third being sex. The dependent variables were aspects of same-sex affiliation, as assessed by the ten scales of the Affiliation Questionnaire and the social desirability score of the description of an adult person of the same sex on the Sex-Role Stereotype Questionnaire. Two-way analyses of variance

TABLE 1
CLASSIFICATION OF RESPONDENTS ON THE INDEPENDENT VARIABLES

FACTOR B, Competency	FACTOR A, Sex			
	Women		Men	
High	Group 1F Androgynous	Group 3F Masculine protest	Group 1M Androgy- nous	Group 2M Ultra- masculine
Low	Group 2F Ultra- feminine	Group 4F Negative	Group 3M Feminine protest	Group 4M Negative
	High	Low	High	Low
	FACTOR C, Warmth and Expressiveness			

and simple effects analyses (males and females separately) were used to check the results.

INSTRUMENTS

Sex-Role Stereotype Questionnaire

Broverman et al. (1970), Clarkson et al. (1970) and Rosenkrantz et al. (1968) developed a sex-role stereotype questionnaire by asking 176 women and 198 men (ranging in age from 17 to 59) to describe an adult male, an adult female, and self. The poles were classified as masculine stereotypic or feminine stereotypic if the consensus that the pole was more indicative of men than women, or vice versa, exceeded the .001 level of probability in each sex. There was a high agreement between men and women as to what traits were "masculine" ($r = .96$) and "feminine" ($r = .95$), according to Rosenkrantz et al. (1968).

The original Sex-Role Stereotype Questionnaire was then modified to a short form (see Appendix A). The latter contains 76 items from the original form on which there was high consensuality among six different samples. These samples were: unmarried college students 17 to 24 years old (366 men, 151 women), married and unmarried Ss 25 to 44 years of age (78 men, 86 women), married parents of college students aged 45-54 (155 men, 146 women).

The 76 items in the new form are those items on which at least four of the six groups agreed that a pole represented masculine rather than feminine behavior (or vice versa) and the agreement differed from chance at the .02 level of confidence.

As well, the shorter Questionnaire has the socially desirable poles more equally distributed at either side of the scale. The items were classified in terms of social desirability, using the average judgements of a separate sample of 40 college men and 41 college women. Ss were asked to judge which pole represented the most socially desirable behavior for the population at large, both men and women.

In the short form, 37 of the items are male-valued; that is, the male pole is the socially desirable pole. This cluster is identified as the Competency cluster, referring to the general content of the male-valued items, as can be seen from Table 2. The female-valued items, named the Warmth and Expressiveness cluster, are given in Table 3.

The complete Sex-Role Stereotype Questionnaire, scoring instructions and information on classification of items are given in Appendices A, B, and C. The four sets of instructions pages are given in Appendix D.

TABLE 2
COMPETENCY CLUSTER: MALE-VALUED STEREOTYPIC
ITEMS FROM THE SEX-ROLE STEREOTYPE QUESTIONNAIRE

Item Number	Feminine Pole	Masculine Pole
1	Not at all aggressive	Very aggressive
4	Not at all independent	Very independent
5	Not at all consistent	Very consistent
7	Not at all realistic	Very realistic
10	Very subjective	Very objective
12	Never thinks before acting	Always thinks before acting
13	Very easily influenced	Not at all easily influenced
17	Very submissive	Very dominant
18	Dislikes math and science very much	Likes math and science very much
20	Very excitable in a major crisis	Not at all excitable in a major crisis
21	Very excitable in a minor crisis	Not at all excitable in a minor crisis
24	Very passive	Very active
29	Not at all competitive	Very competitive
30	Very illogical	Very logical
32	Very home-oriented	Very worldly
33	Not at all skilled in business	Very skilled in business
34	Very sneaky	Very direct
35	Does not know the way of the world	Knows the way of the world
38	Feelings easily hurt	Feelings not easily hurt
39	Not at all adventurous	Very adventurous
44	Has difficulty making decisions	Can make decisions easily
45	Gives up easily	Never gives up easily
48	Cries very easily	Never cries
49	Almost never acts as a leader	Almost always acts as a leader
50	Always worried	Never worried
55	Not at all self-confident	Very self-confident
56	Feels very inferior	Feels very superior
58	Very uncomfortable about being aggressive	Not at all uncomfortable about being aggressive
63	Very strong need for security	Very little need for security
64	Not at all ambitious	Very ambitious
66	Unable to separate feelings from ideas	Able to separate feelings from ideas

TABLE 2 (cont'd)

Item Number	Feminine Pole	Masculine Pole
67	Very dependent	Not at all dependent
69	Avoids new experience	Seeks out new experience
70	Not at all restless	Very restless
73	Very conceited about appearance	Never conceited about appearance
74	Retiring	Forward
81	Not at all assertive	Very assertive

TABLE 3

WARMTH AND EXPRESSIVENESS CLUSTER: FEMALE-VALUED ITEMS
FROM THE SEX-ROLE STEREOTYPE QUESTIONNAIRE

Item Number	Feminine Pole	Masculine Pole
6	Very emotional	Not at all emotional
9	Does not hide emotions at all	Almost always hides emotions
14	Very talkative	Not at all talkative
19	Not at all reckless	Very reckless
25	Able to devote self completely to others	Not at all able to devote self completely to others
26	Very tactful	Very blunt
27	Very gentle	Very rough
28	Very helpful to others	Not at all helpful to others
40	Very aware of the feelings of others	Not at all aware of the feelings of others
41	Very religious	Not at all religious
43	Very interested in own appearance	Not at all interested in own appearance
51	Very neat in habits	Very sloppy in habits
52	Very quiet	Very loud
68	Enjoys art and literature very much	Does not enjoy art and literature at all
72	Easily expresses tender feelings	Does not express tender feelings easily

Affiliation Questionnaire

The Affiliation Questionnaire was developed to assess the previously discussed dimensions of same-sex affiliation. One hundred Likert-type items were developed around four postulated dimensions of same-sex affiliation. The items covered group situations (sexually segregated versus integrated), social and friendship relationships, work and important task situations (including subordinate, superordinate, co-worker relationships), and identification with own sex as a group (degree to which Ss wish to be identified with the qualities, attributes and 'typical' person of their own sex). Items 4 to 15 were adapted from Lambert (1971). The questionnaire used in pre-testing is given in Appendix E. There were separate forms for men and women, identical except that where the word "men" appeared on the men's form the word "women" was found on the women's form and vice-versa. Two items that were not identical (see #56 and #57, Appendix E) covered hypothetical situations which appeared comparable for men and women with identical choice alternatives. The separate forms allowed clearer wording and balancing of which sex to name first in a 'men versus women' type of item, so that each sex could be presented with a consistent same-sex or cross-sex choice.

Seventy-four students in a first year Biology course at Acadia University, 12 students from a second year Psychology course, and assorted student volunteers from the Biology and Psychology departments brought the pre-testing N to 102. These classes were chosen for pre-testing for minimum overlap with the class chosen for the actual study. The questionnaire was administered in class and in groups by the experimenter, using the instructions on the front of the questionnaire (see Appendix E).

Items were chosen to reflect the variable of same-sex affiliation as clearly as possible, and items that were obviously confounded by other variables (such as sex-typing of occupations) were eliminated. Items covered favorable and unfavorable attitudes to same-sex individuals and groups, self-report of actual and hypothetical preferences, and experiences in choosing between same-sex and opposite sex persons as associates.

Items were randomly reflected to balance direction of response (high or low same-sex affiliation) and balanced for negative wording, length of response alternatives and for such sex-typing as was not eliminated (see #66 - male sex-typed, #70 - female sex-typed, Appendix E). Items were arranged from less to more obvious and ordered randomly within the item 'clusters' (i.e. 6-22, 28-50, 61-72, Appendix E).

The responses were analyzed using a principal components analysis with a varimax rotation. The results of this analysis are given in Table 4 and Appendix F. Thirty-four components (those with eigen values greater than 1.0) were extracted and rotated. Ten of these factors yielded sufficiently high factor loadings (.27 was used as the cut-off point for one scale, .29 or above for the remainder) on enough items (minimum of 5) to be used as scale for the final Affiliation Questionnaire. These scales, with their item content and factor loadings, are given in Tables 5 to 14, which follow. The item numbers reported are those used in the final Affiliation Questionnaire, which is found in Appendix G.

The most noticeable communality among the defining items on scale 1 (see Table 5) is that they have to do with important or serious tasks or discussion. There is a suggestion of the traditional male prerogatives and areas of authority--a person to take command in an emergency, or to have beside one in an argument with authority, political discussions, a University course instructor, an older person to go to with a problem, co-workers in a job. The items with negative loadings enhance this picture, dealing with 'trivialities,' social, or traditionally feminine areas such as conversations about personal feelings or child care.

RESULTS OF PRINCIPAL COMPONENTS ANALYSIS:¹

ROTATED FACTOR LOADINGS

Variables ²	Factors									
	I	II	III	IV	V	VI	VII	VIII	IX	X
37	<u>.83</u> ³	.01	-.05	.00	-.08	-.01	-.01	-.10	-.04	-.05
42	<u>.75</u>	-.10	-.08	.03	.04	.10	-.11	.06	-.07	.00
18	<u>.73</u>	-.05	.17	-.04	-.09	<u>.32</u>	-.06	.04	-.12	.14
43	<u>.71</u>	.02	-.06	.16	.00	<u>.06</u>	-.15	.01	.04	-.05
12	<u>.71</u>	.16	.18	-.00	.10	-.06	.06	-.06	-.03	-.07
46	<u>.66</u>	-.10	.05	.08	-.18	.10	-.03	.05	.10	.11
30	<u>.59</u>	-.13	-.04	-.05	-.08	-.01	-.01	-.10	-.04	.01
58	<u>.59</u>	-.11	.16	-.10	-.06	.23	-.32	-.04	.04	.16
3	<u>.46</u>	.23	-.01	.15	-.01	<u>.35</u>	-.02	-.02	.12	.14
50	<u>.46</u>	-.08	.14	.09	.08	<u>.05</u>	.20	.07	-.05	.00
39	<u>.45</u>	.02	.27	.05	.20	.10	.32	.12	-.10	.06
6	<u>.45</u>	.06	-.09	.07	.45	.15	.06	-.05	-.21	-.19
8	<u>.35</u>	.27	-.08	.15	-.14	.09	-.05	.00	.13	-.16
44	<u>.31</u>	.00	-.25	.01	-.06	-.06	.10	-.07	-.04	.00
35	<u>.31</u>	-.03	-.09	.08	.12	.04	.10	.17	.01	-.06
53	<u>.30</u>	-.03	.04	<u>.40</u>	.07	.13	-.24	-.07	-.11	.02
7	<u>.13</u>	<u>.75</u>	.02	<u>.12</u>	.07	.03	-.02	.14	-.06	.04
5	.03	<u>.59</u>	.04	-.14	.09	.03	-.10	-.25	.06	-.13
2	-.01	<u>.51</u>	.08	-.06	.21	-.08	-.17	.14	.05	.04
4	.00	<u>.49</u>	.03	.00	-.06	-.02	.20	.09	.08	.01
14	.07	<u>.38</u>	.31	.60	.23	.20	-.01	.03	-.02	-.05
45	.10	<u>.33</u>	-.03	.11	.03	-.05	-.25	.15	-.12	.11
32	.18	<u>.33</u>	.08	.15	.60	.12	.01	.15	-.01	.17
11	-.18	<u>.35</u>	.17	-.01	-.17	-.01	.18	-.02	-.16	-.12
15	.12	<u>.32</u>	.27	.17	.09	-.19	-.16	.03	.17	.05
65	-.05	<u>.67</u>	.11	.21	.02	-.03	.14	.17	.73	-.02
25	-.17	-.13	.01	-.01	.14	.05	.03	.07	<u>.64</u>	.00
62	-.23	.05	.05	-.04	-.01	.24	.29	.24	<u>.37</u>	-.10
24	-.20	.00	.06	.10	.12	-.03	.02	.43	<u>.32</u>	.08
23	-.24	.08	.09	-.00	.21	.05	-.15	<u>.50</u>	<u>.27</u>	.02
64	.25	.14	.00	.10	.23	.20	.13	<u>.66</u>	<u>.27</u>	-.06
54	.02	.06	.08	<u>.83</u>	.00	-.09	.06	-.03	.16	.10
47	-.04	-.05	.09	<u>.68</u>	.03	-.10	.07	.11	.09	.21
48	-.05	-.04	-.10	<u>.48</u>	-.01	.06	-.03	-.04	.06	.13
55	.08	.08	-.04	<u>.32</u>	.08	.08	.02	-.08	-.01	.71
49	.12	-.06	.04	<u>.29</u>	-.01	.13	-.15	-.01	.15	.06
51	-.03	.10	<u>.34</u>	<u>.32</u>	.22	.02	.11	-.10	.07	.07
66	-.07	.03	<u>.31</u>	<u>.29</u>	-.06	.20	.00	-.05	.40	.01
22	.13	.01	<u>.84</u>	<u>.06</u>	.01	-.01	.04	-.10	.16	-.01
16	.09	.04	<u>.53</u>	.02	.08	-.16	.12	.18	.05	.24
21	-.10	-.06	<u>.48</u>	-.01	.34	.13	-.01	.17	-.17	-.13
19	-.07	.16	<u>.35</u>	-.16	.15	.11	.04	-.05	.05	.24
61	-.02	.16	<u>.38</u>	.01	.12	.01	-.08	.07	.05	.13
17	.13	-.10	<u>.33</u>	.16	-.06	.22	.13	.04	.14	.24
60	.03	.16	-.30	.11	.25	.17	.08	.11	.10	.39
20	.23	.22	<u>.39</u>	-.24	.10	<u>.51</u>	-.14	-.07	.00	.03
31	.03	.15	<u>.67</u>	.07	-.05	<u>.31</u>	.00	.15	-.08	.19
34	.19	-.11	<u>.03</u>	-.06	.19	<u>.75</u>	.02	.13	.03	.08
40	.17	-.04	-.16	.12	.14	<u>.36</u>	.11	-.10	.22	-.05
10	-.16	.11	.04	.02	.16	<u>.33</u>	<u>.37</u>	-.07	-.07	.04
63	-.22	.01	.03	.04	.00	-.02	<u>.79</u>	.04	.18	-.02
29	.12	-.05	.02	.09	.18	-.12	<u>.41</u>	.11	.19	.12
1	-.14	.11	.05	.18	-.15	.16	<u>.33</u>	.17	-.07	-.01
9	.13	.16	.26	-.10	.05	-.08	<u>.33</u>	-.05	-.24	.20
33	-.07	-.14	.26	-.08	.05	.19	<u>.33</u>	.15	-.10	.11
56	.02	.03	-.09	-.03	-.10	.10	.05	<u>.79</u>	.16	.03
57	-.02	.05	.10	.00	.22	-.02	.07	<u>.75</u>	-.08	.02
36	.06	.10	-.02	.28	.13	-.09	-.11	<u>.31</u>	-.15	-.07
38	-.08	-.02	.04	-.04	<u>.63</u>	.18	.03	.13	.24	.06
26	.09	.26	.11	-.07	<u>.48</u>	.06	.01	-.05	.07	.17
28	-.03	.08	.22	.10	<u>.26</u>	.07	-.13	.21	.21	.00
59	-.02	-.03	.16	.01	-.01	.03	.06	.16	.02	<u>.75</u>
27	-.07	-.04	.09	.05	.05	.01	-.08	.00	-.06	<u>.74</u>
52	.06	-.17	.07	.14	.00	-.13	.10	.18	.10	<u>.35</u>

¹These are the factors from which the ten scales for the final Affiliation Questionnaire were built. Complete results of the principal components analysis are given in Appendix F. Factors I, II, VI, VII, VIII, IX and X were reflected so that the items with major factor loadings would have a positive sign. Factor I was the basis for scale 1, and so on.

²Numbers given are from the final Affiliation Questionnaire. Appendix F contains both the original and final item numbers.

³Underlined factor loadings indicate that the item was retained on the Affiliation Questionnaire scale derived from that factor.

TABLE 5
AFFILIATION QUESTIONNAIRE, SCALE 1 - IMPORTANT TASKS

Item Number	Rotated Factor Loadings	Content ⁴
37	.83	<p>Imagine that you are driving down a lonely road late at night and come upon a serious accident. The people are severely injured and, as it is unlikely that anyone else will come along, you must act at once. Who would you wish to have as your companion in this emergency?</p> <ol style="list-style-type: none"> 1. Strongly prefer a woman 2. Somewhat prefer a woman 3. Either a woman or a man 4. Somewhat prefer a man 5. Strongly prefer a man
42	.75	<p>For a serious political discussion, I would prefer a group made up of --</p> <ol style="list-style-type: none"> 1. All women; 2. Mostly women; 3. Women and men equally; 4. Mostly men; 5. All men
18	.73	<p>Comparing women and men when they are in authority, how do you find them?</p> <ol style="list-style-type: none"> 1. Much prefer to work for a man 2. Usually prefer to work for a man 3. Find them about the same to work for 4. Usually prefer to work for a woman 5. Much prefer to work for a woman
43	.71	<p>For a group of friends in a heavy political discussion, I would prefer a group made up of --</p> <ol style="list-style-type: none"> 1. All men; 2. Mostly men; 3. Men and women equally; 4. Mostly women; 5. All women
12	.71	<p>(Tell us what you do with your friends) Talk about politics or serious things</p> <p>With women: 1. Never; 2. Sometimes; 3. Often</p> <p>With men: 1. Never; 2. Sometimes; 3. Often</p>
46	-.66	<p>For a seminar on the art of child rearing, I would prefer a group made up of --</p> <ol style="list-style-type: none"> 1. All men; 2. Mostly men; 3. Men and women equally; 4. Mostly women; 5. All women

TABLE 5 (cont'd)

Item Number	Rotated Factor Loadings	Content
30	.59	In arguments with people in authority, I'd rather have a man on my side. 1. Strongly agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly disagree
58	.59	If you were taking a course and you had a choice of instructors would you, in general, 1. Strongly prefer a man 2. Prefer a man 3. Makes no difference 4. Prefer a woman 5. Strongly prefer a woman
3	.46	Think of an older person (excluding parents) that you would go to if you needed advice or wanted to talk to someone about a problem. Is the person you think of -- 1. A man; 2. A woman
50	.46	Groups of women often gossip about members that are absent. 1. Strongly agree; 2. Agree; 3. Don't know; 4. Disagree; 5. Strongly disagree
39	.45	For co-workers in a job, I would prefer-- 1. All women; 2. Mostly women; 3. Women and men equally; 4. Mostly men; 5. All men
6	-.45	(Tell us what you do with your friends) Talk about our families With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
8	.35	(Tell us what you do with your friends) Go car riding With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
44	-.31	For a group of friends making light conversation about the "trivialities" of daily life. 1. All men; 2. Mostly men; 3. Men and women equally; 4. Mostly women; 5. All women

TABLE 5 (cont'd)

Item Number	Rotated Factor Loadings	Content
35	-.31	<p>(Women's form) Mrs. S. is a housewife who has just moved into a new neighborhood. She is told that the neighborhood women often meet for coffee and is invited to join them. If you were Mrs. S., what would you be most likely to do?</p> <p>(Men's form) Mr. B. is new to town and is invited to join a luncheon club that is for men only. If you were Mr. B., what would you be most likely to do?</p> <ol style="list-style-type: none"> 1. Decline the invitation 2. Go once or twice to be polite, then find some excuse to stop going 3. Meet the men (women) and then decide whether you want to keep going 4. Join them once in awhile, whenever you have enough time 5. Join them regularly
53	.30	<p>If you belonged to an all- female group and someone said it was a "typical women's group," how would you feel?</p> <ol style="list-style-type: none"> 1. Very complimented; 2. Complimented; 3. Neutral; 4. Insulted; 5. Very insulted

⁴The Women's form is given here. The Men's form is identical except for exchange of gender (both versions are given for the two items which differ). See Appendix G for complete Women's and Men's questionnaires. This applies to Tables 5 through 14. Similarly, for all of these tables, the reader is referred to Appendix G for the complete instructions and format for items 4-15 (Now we would like to know what you do when you are with your friends) and items 38-42 (Assuming that you could choose between people equal in all other respects, would you prefer a group made up of all women, mostly women, women and men equally, mostly men, all men?).

One other feature of this scale is that it deals with both preferences or beliefs (11 items) and actual experiences (5 items). It also has a mixture of items which give a choice between own and opposite sex (12 items) and those which give a choice of favorable or unfavorable descriptions of own sex (4 items).

The Companionship factor (see Table 6) is readily identifiable as having to do with actual relationships with friends in relaxed (as opposed to competitive) sociable activities. In the context of scale 2, even study can be considered a non-competitive social enterprise. Seven out of nine items on the scale have to do with actual friendships, and the remaining two items do not preclude actual friends as a reference group (note item 32 particularly). All items but one have a same-sex versus opposite-sex choice (women versus men) and this may well be an important aspect of the communality tapped by this factor.

The items with the heavy factor loadings and the majority of items on scale 3 relate to working relationships with own sex (see Table 7). The remainder are more general relationship items, focusing on co-operation, understanding, trust, social relationships, aspects of same-sex affiliation which seem most likely to accompany good (or poor) working relationships with own sex. All items

TABLE 6
AFFILIATION QUESTIONNAIRE, SCALE 2 - COMPANIONSHIP

Item Number	Rotated Factor Loadings	Content
7	.75	(Tell us what you do with your friends) Spend time goofing around With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
5	.59	(Tell us what you do with your friends) Go to movies With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
2	.51	Think of your five best friends. Are they -- 1. All women; 2. Mostly women; 3. Both women and men; 4. Mostly men; 5. All men
4	.49	(Tell us what you do with your friends) Go for coffee With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
14	.38	(Tell us what you do with your friends) Going on hikes, bike rides With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
45	-.38	For a competitive sports group where the people are all equally capable. 1. All women; 2. Mostly women; 3. Women and men equally; 4. Mostly men; 5. All men
32	.35	Women are better friends. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
11	.35	(Tell us what you do with your friends) Study With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
15	.32	(Tell us what you do with your friends) Play bridge or other games With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often

TABLE 7

AFFILIATION QUESTIONNAIRE, SCALE 3 - WORKING RELATIONSHIPS

Item Number	Rotated Factor Loadings	Content
22	.83	I dislike working with women. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
31	.60	I would enjoy working under the supervision of a well-qualified woman. 1. Strongly Agree; 3. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
16	.53	How do you find women as co-workers on a job, a group project, etc.? 1. Very productive and easy to work with 2. Moderately good to work with 3. Rather poor co-workers 4. Very unproductive and poor to work with 5. Avoid working with other women
21	.45	There are times when its good to be with other women--they understand 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
19	.39	When you are in charge of a task, (as a supervisor, a teacher, a club leader, etc.) how do you find women to work with? 1. Very poor to work with 2. Somewhat worse than men 3. Women and men about the same to work with 4. Somewhat better than men 5. Very good to work with
61	.38	In general, I seldom have social relationships with women, if I can help it. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly disagree
17	.33	Think of situations in which you have had a person of your own sex in authority over you (for example, as a supervisor, a teacher, leader in a club). How have you found people of your own sex in these situations?

TABLE 7 (cont'd)

Item Number	Rotated Factor Loadings	Content
		1. Very pleasant to work for 2. Moderately pleasant to work for 3. Moderately unpleasant to work for 4. Very unpleasant to work for 5. Avoid working with people of my own sex
51	.32	Cooperativeness in all-female groups is: 1. Very low; 2. Low; 3. Neutral; 4. High; 5. Very high
66	.31	Thinking about it now, what is your most usual feeling about the female sex, as a whole? 1. Very bad; 2. Bad; 3. Indifferent; 4. Good; 5. Very good
14	.31	(Tell us what you do with your friends) Going on hikes, bike rides With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
60	-.30	If you did something and the person with you said, "that's just like a woman," what might be your most usual reaction? 1. Very happy; 2. Quite happy; 3. Rather indifferent; 4. Quite unhappy; 5. Very unhappy
20	.30	As far as I'm concerned it's natural for women to trust men more than other women. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree

involve favorable-unfavorable judgements of own sex. There is no same-sex versus opposite sex choice. The items range over superordinate, subordinate and co-worker relationships.

The factor, Attitude to Same-Sex Groups, clearly has to do with attitudes toward all-female (or all-male) groups, including the 'typical' same-sex group (see Table 8). In contrast to the proud-ashamed dimension of the Pride scale, scale 4 has to do with a range of favorable and unfavorable judgements (good-bad, boring-interesting, worthwhile-worthless, pleased-displeased, important-trivial, complimented-insulted) of other women (or other men) in groups.

In contrast to the casual socializing of the companionship dimension, scale 5 has to do with a more intimate kind of friendship, where personal feelings and confidences are exchanged (see Table 9). The items have to do both with attitudes to own sex and with comparisons of men and women as friends.

Scale 6 presents a picture of dependency relationships, in the sense of depending upon, trusting another person of superior status or authority. There are a mixture of favorable-unfavorable attitude items and same-opposite sex choice items (see Table 10). This scale is interesting in that it combines nurturing, understanding aspects which are associated with the feminine stereotype (Warmth and

TABLE 8
AFFILIATION QUESTIONNAIRE, SCALE 4 -
ATTITUDE TO SAME-SEX GROUPS

Item Number	Rotated Factor Loadings	Content
54	.83	Can you imagine yourself being interested in joining a typical women's group? 1. Yes; 2. Maybe; 3. Not really; 4. No
47	.68	Most all-female groups can best be described as: 1. Very boring; 2. Boring; 3. Neutral; 4. Interesting; 5. Very interesting
53	.48	If you belonged to an all-female group and someone said it was a "typical women's group," how would you feel? 1. Very complimented; 2. Complimented; 3. Neutral; 4. Insulted; 5. Very insulted
48	.48	Most all-female groups can best be described as: 1. Very worthwhile; 2. Worthwhile; 3. Neutral; 4. Worthless; 5. Very worthless
55	.32	If someone told you that you were "just like most women," how would you feel? 1. Very pleased; 2. Quite pleased; 3. Rather indifferent; 4. Quite displeased; 5. Very displeased
51	.32	Cooperativeness in all-female groups is: 1. Very low; 2. Low; 3. Neutral; 4. High; 5. Very high
49	.29	When a group of women get together, the things they talk about are usually: 1. Very important; 2. Important; 3. Neutral; 4. Trivial; 5. Very trivial
66	.29	Thinking about it now, what is your most usual feeling about the female sex, as a whole? 1. Very bad; 2. Bad; 3. Indifferent; 4. Good; 5. Very good

TABLE 9
AFFILIATION QUESTIONNAIRE, SCALE 5 -
PERSONAL FRIENDSHIP

Item Number	Rotated Factor Loadings	Content
38	.63	For a group of friends talking about personal experiences and feelings, I would prefer a group made up of -- 1. All women; 2. Mostly women; 3. Women and Men equally; 4. Mostly men; 5. All men
32	.60	Women are better friends. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
26	.48	I can talk more easily with women than with men. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
6	.45	(Tell us what you do with your friends) Talk about our families. With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
21	.34	There are times when its good to be with other women--they understand. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
28	.26	I feel loyal to other women. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree

TABLE 10
AFFILIATION QUESTIONNAIRE, SCALE 6 -
DEPENDENCY RELATIONSHIPS

Item Number	Rotated Factor Loadings	Content
34	.79	<p>You decide to go for professional help about a personal problem. When you go to make your appointment, you notice that there are both men and women counselors. When the receptionist asks you if you'd like to see any particular counselor, you reply;</p> <ol style="list-style-type: none"> 1. I'd strongly prefer to see a woman 2. I'd prefer to see a woman 3. It doesn't make any difference to me 4. I'd prefer to see a man 5. I'd strongly prefer to see a man
20	.52	<p>As far as I'm concerned it's natural for women to trust men more than other women.</p> <ol style="list-style-type: none"> 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
40	.36	<p>For a group that is "brainstorming" or dreaming up ideas:</p> <ol style="list-style-type: none"> 1. All women; 2. Mostly Women; 3. Women and Men Equally; 4. Mostly Men; 5. All Men
3	.36	<p>Think of an older person (excluding parents) that you would go to if you needed advice or wanted to talk to someone about a problem. Is the person you think of --</p> <ol style="list-style-type: none"> 1. A man; 2. A woman
10	.33	<p>(Tell us what you do with your friends) Talk about personal problems.</p> <p>With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often</p>
18	.32	<p>Comparing women and men when they are in authority, how do you find them?</p> <ol style="list-style-type: none"> 1. Much prefer to work for a man 2. Usually prefer to work for a man 3. Find them about the same to work for 4. Usually prefer to work for a woman 5. Much prefer to work for a woman

TABLE 10 (cont'd)

Item Number	Rotated Factor Loadings	Content
31	.31	I would enjoy working under the supervision of a well-qualified woman. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree

and Expressiveness) with the authority (Competency) which has traditionally been associated with masculinity.

The heavily loaded items on scale 7 appear to operate clearly along a dimension of favorable-unfavorable response to being seen as feminine (or masculine), as seen in Table 11. It is not immediately apparent what the remaining items have in common with the defining items, though it is to be expected that people comfortable with the traditional sex-roles implied in the terms "feminine" and "masculine" would be at ease in a variety of friendly relationships with others of their own sex (talking about personal problems and experiences, working and socializing together). This scale may be tapping a comfort-discomfort dimension relating to traditional sex-roles. It is noticeable that the negatively loaded item relates to choice of an authority figure.

The items shown in Table 12 have such a "united we stand" flavor of loyalty and stouthearted comradeship that scale 8 was named accordingly. The item alternatives relate to personal experience and attitudes to own sex, with no men versus women choices.

Scale 9 was named from the items with the heaviest loadings on the Pride in Own Sex as a Group factor (see Table 13). Clearly, pride and an identification with own

TABLE 11
AFFILIATION QUESTIONNAIRE, SCALE 7 -
ACCEPTANCE OF SEX-ROLE LABELS

Item Number	Rotated Factor Loadings	Content
63	.79	Imagine someone complimenting you on your femininity. How might that usually make you feel? 1. Very displeased; 2. Quite displeased; 3. Rather neutral; 4. Quite pleased; 5. Very pleased
29	.41	I dislike the word "femininity." 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
10	.37	(Tell us what you do with your friends) Talk about personal problems With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
1	.33	How would you describe your social relationships with persons of your own sex (excluding relatives)? 1. Very comfortable; 2. Moderately comfortable; 3. Neutral; 4. Moderately uncomfortable; 5. Very uncomfortable
9	.33	(Tell us what you do with your friends) Work With women: 1. Never; 2. Sometimes; 3. Often With men: 1. Never; 2. Sometimes; 3. Often
33	.33	You have joined a sensitivity group where you know that personal feelings will be exchanged. You are assigned to a group consisting entirely of members of your own sex. How do you feel now? 1. Very uncomfortable, sorry the group isn't a mixed one. 2. Uncomfortable, sorry the group isn't a mixed one. 3. Same as if I'd been in a mixed group 4. Comfortable, glad the group isn't a mixed one. 5. Very comfortable, glad the group isn't a mixed one.

TABLE 11 (cont'd)

Item Number	Rotated Factor Loadings	Content
39	.32	For co-workers in a job, I would prefer -- 1. All Women; 2. Mostly Women; 3. Women and Men Equally; 4. Mostly Men; 5. All Men
58	-.32	If you were taking a course and you had a choice of instructors would you, in general, 1. Strongly prefer a man 2. Prefer a man 3. Makes no difference 4. Prefer a woman 5. Strongly prefer a woman
62	.29	If someone referred to you as being a "real woman," how would you usually feel? 1. Very proud; 2. Proud; 3. Indifferent; 4. Ashamed; 5. Very ashamed

TABLE 12
 AFFILIATION QUESTIONNAIRE, SCALE 8 -
 LOYALTY TO OWN SEX AS A GROUP

Item Number	Rotated Factor Loadings	Content
56	.79	<p>When you hear someone make a particularly complimentary remark about women, what might usually be your first reaction?</p> <ol style="list-style-type: none"> 1. Feel that such remarks also reflect on me as a woman 2. Feel no different than as if I hear a similar remark about men 3. Feel that it has nothing to do with me
57	.72	<p>When you hear someone make a particularly uncomplimentary remark about women, what might usually be your first reaction?</p> <ol style="list-style-type: none"> 1. Feel that it has nothing to do with me 2. Feel no different than I would hearing a similar remark about men 3. Feel that such remarks also reflect on me as a woman
23	.50	<p>I feel an obligation to stick up for members of my own sex.</p> <ol style="list-style-type: none"> 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
24	.48	<p>I dislike hearing negative remarks about women.</p> <ol style="list-style-type: none"> 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
36	.31	<p>Imagine that you are taking a social science course where the class is divided into seminar groups for discussion. You are assigned to a group consisting of women only. How do you anticipate that the group will turn out to be?</p> <ol style="list-style-type: none"> 1. Much less interesting than a mixed group 2. Less interesting than a mixed group 3. About as interesting as a mixed group 4. More interesting than a mixed group 5. Much more interesting than a mixed group

TABLE 13
AFFILIATION QUESTIONNAIRE, SCALE 9 -
PRIDE IN OWN SEX AS A GROUP

Item Number	Rotated Factor Loadings	Content
65	.73	Thinking about it now, what is your most usual feeling about being a member of the female sex? 1. Very proud; 2. Proud; 3. Indifferent; 4. Ashamed; 5. Very ashamed
25	.64	I am proud to be a woman. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
66	.40	Thinking about it now, what is your most usual feeling about the female sex, as a whole? 1. Very bad; 2. Bad; 3. Indifferent; 4. Good; 5. Very good
62	.37	If someone referred to you as being a "real woman," how would you usually feel? 1. Very proud; 2. Proud; 3. Indifferent; 4. Ashamed; 5. Very ashamed
24	.32	I dislike hearing negative remarks about women. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
23	.29	I feel an obligation to stick up for members of my own sex. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
64	.27	Imagine that you are forming a small discussion group where everyone can be personally selected by you. Would you be likely to choose 1. All men; 2. Mostly men; 3. Men and women equally; 4. Mostly women; 5. All women

sex as a whole in a way that includes a felt obligation to stick up for other members of own sex and a dislike of hearing negative remarks about them, is involved. This scale does not have to do with the typical member of own sex, but rather with own sex as a whole group. In this context, item 64, which deals with a personally selected group (as opposed to a typical or stereotyped group) appears to fit in quite nicely. The person who takes pride in women as a group may well be more likely to select a discussion group made up of members of her own sex.

The attitude to being seen by others as typifying the sex roles "just like most women" seems to be the common factor underlying scale 10 (see Table 14). Even the activity item (52) has to do with a stereotyped activity oriented around sex role differences. None of the items relate to men versus women choice. It will be noticed that the scales of the Affiliation Questionnaire fall into two broad classifications -- scales 1 - 6 dealing with actual relationships (experienced or anticipated), while scales 7 - 10 deal with the more symbolic aspects of same-sex affiliation.

TABLE 14
 AFFILIATION QUESTIONNAIRE, SCALE 10 -
 DISSOCIATION FROM TYPICAL MEMBER OF OWN SEX

Item Number	Rotated Factor Loadings	Content
59	.75	If someone told you that you were a "typical woman," how might you usually feel? 1. That it is untrue; 2. That it is rather untrue; 3. Indifferent about it; 4. That it is partially true; 5. That it is true
27	.74	I consider myself quite different from most women. 1. Strongly Agree; 2. Agree; 3. Neutral; 4. Disagree; 5. Strongly Disagree
55	.71	If someone told you that you were "just like most women," how would you feel? 1. Very pleased; 2. Quite pleased; 3. Rather indifferent; 4. Quite displeased; 5. Very displeased
60	.39	If you did something and the person with you said, "that's just like a woman," what might be your most usual reaction? 1. Very happy; 2. Quite happy; 3. Rather indifferent; 4. Quite unhappy; 5. Very unhappy
52	.35	(Women's form) Before the wedding of a casual friend, if you were invited to a bridal shower for the bride, how might you usually react? (Men's form) Before the wedding of a casual friend, if you were invited to a stag party for the groom, how might you usually react? 1. Would definitely avoid going 2. Would avoid going 3. Indifferent 4. Happy to go 5. Very happy to go

VARIABLES

In essence, this study concerned sex-role stereotypic beliefs and how these relate to same-sex affiliation, with particular emphasis on women.

Independent Variables

The independent variables were sex and stereotypy of self-description on the Competency and on the Warmth and Expressiveness clusters. The stereotypy variables were considered to reveal some depth of commitment to male and female sex-role stereotypes by showing the extent to which these have become part of the self-concept. A sex-role stereotype is defined as a consensual array of beliefs about the differing characteristics of men and women and was measured in this study by the Sex-Role Stereotype Questionnaire.

a. Independent variable A - Sex.

b. Independent variable B - Competency.

Operationally, this variable consisted of Ss scores on the Competency dimension (male-valued stereotypic items, see Table 2) of the Sex-Role Stereotype Questionnaire under instructions to describe self. The variable was dichotomized by dividing Ss into high and low scoring groups, using the median as dividing point.

c. Independent variable C - Warmth and Expressiveness

This variable was operationally defined as being comprised of Ss scores on the Warmth and Expressiveness cluster

(female-valued stereotypic items, see Table 3) on the Sex-Role Stereotype Questionnaire, done under directions to describe self. Again, the variable was dichotomized using the median to divide the Ss into a high scoring group and a low scoring group.

Arranging the independent variables in a $2 \times 2 \times 2$ three-factor fixed-effects analysis of variance design, eight groups of subjects resulted as shown in Table 1.

The poles of the Sex-Role Stereotype Questionnaire items are rated for social desirability, as well as being classified as male or female stereotypic. The Competency cluster consists of items on which the male pole is the socially desirable one. Female-valued items form the Warmth and Expressiveness cluster. Since scoring has been arranged so that a higher score means more social desirability, differences reflect more or less social desirability (or positive beliefs) in the description. Less positive beliefs or negative stereotype refers to low scores. An example of negative sex-role stereotypic self-description is found in Groups 4F and 4M, Table 1, since they have described themselves in the socially undesirable direction for both male-valued and female-valued items.

This division into groups also allowed assessment of the degree of sex-role stereotyping in the self-description. For example, Groups 2M and 2F (Table 1) are highly sex-typed.

Dependent Variables

The dependent variables are aspects of same-sex affiliation. This refers to affiliation with one's own sex as a group--willingness to be seen as having characteristics of the average member of one's sex, willingness to actually associate with them in friendship or work and attitudes toward own sex as an aggregate.

Same-sex affiliation refers to attitudes, favorable and unfavorable, to persons of the same sex as relationship partners or associates in a variety of situations, excluding those where differentiations are overtly, purposely and functionally sexual, as in choice of a marriage partner or a CFL football team. The focus is upon situations where discriminations are not being made on the basis of physical sexual characteristics, and are therefore presumably based on sex-role characteristics (actual or believed).

The idea is that, in addition to the usual heterosexual preference relevant to the mating process, individuals also have degrees of liking for people of their own sex, and varying willingness to describe themselves and to be regarded by others as being similar to the typical member of their own sex. The same-sex affiliation variable is not concerned with heterosexuality or homosexuality. Rather, same-sex affiliation refers to variations in willingness to

choose members of own sex as associates, all things besides sex being equal, in situations where there is no objective or factual reason for choosing persons of one sex or the other, any more than there would be a reason for choosing people of a particular race, hair color, or any other physical characteristic. It further refers to variations in the tendency to make favorable rather than unfavorable, accepting rather than rejecting responses to groups and individuals of own sex, and to the stereotyped qualities of own sex.

Operationally, same-sex affiliation in this study referred to the marking of multiple choice items for the ten scales of the Affiliation Questionnaire. An additional assessment of same-sex affiliation was provided by Ss descriptions of an adult person of the same sex (adult female for women, adult male for men), scored for social desirability.

The dependent variables are listed as follows. Ss scores on each scale constituted the operational definition of each dependent variable.

a. Same-Sex Affiliation - Important Tasks. This was measured by Ss' scores on the Important Tasks scale of the Affiliation Questionnaire.

High scores on this scale refer to the tendency to choose members of own sex in preference to the opposite sex

in important or serious situations, i.e., an emergency, a serious political discussion, choosing a person in authority, etc., see Table 5.

b. Same-Sex Affiliation - Companionship. Affiliation Questionnaire scale 2, which has to do with self-reported actual relationships with friends in relaxed social activities which are neither competitive nor intensely personal was the measure. High Ss' scores on this scale reflected a tendency to report more same-sex than opposite-sex associates in these casual socializing situations. See Table 6.

c. Same-Sex Affiliation - Working Relationships. As the name indicates, scores on this scale have to do with preference for and favorable references to own sex as working associates. See Table 7.

d. Same-Sex Affiliation - Attitudes to Same-Sex Groups. This refers to favorable and unfavorable judgements of own sex in groups, as shown by scores on scale 4 of the Affiliation Questionnaire. See Table 8.

e. Same-Sex Affiliation - Personal Friendship. Intimate friendships with exchange of feelings and confidences are the focus of the scale by which Ss were measured on this dependent variable. See Table 9.

f. Same-Sex Affiliation - Dependency Relationships. Scale 6 covers relationships in which one depends upon or

trusts another person of superior status or authority.

See Table 10.

g. Same-Sex Affiliation - Acceptance of Sex-Role Labels. This refers to favorable-unfavorable responses to being perceived by others as "masculine" or "feminine."

See Table 11.

h. Same-Sex Affiliation- Loyalty to Own Sex as a Group. Stated favorable-unfavorable personal experiences with and attitudes toward own sex, in the sense of loyalty or comradeship are covered by scale 8. See Table 12.

i. Same-Sex Affiliation - Pride in Own Sex as a Group. The scale which measured this aspect of same-sex affiliation has to do with a sense of pride in and identification with own sex as a whole. See Table 13.

j. Same-Sex Affiliation - Dissociation from Typical Member of Own Sex. The attitude to being perceived by others as typifying the sex roles "just like most women" is what is appraised by the scale used as this dependent variable. See Table 14.

k. Same-Sex Affiliation - Social Desirability Rating of an Adult Same-Sex Person.

Scores on the Sex-Role Stereotype Questionnaire have been arranged so that the higher the score, the more socially desirable the description (see Appendix C). Positive and negative beliefs about the characteristics of the typical

or average person of one's own sex were assessed by social desirability scores on the Sex-Role Stereotype Questionnaire done under adult female or adult male instructions.

In summary, the study was arranged in a $2 \times 2 \times 2$ three-factor fixed-effects analysis of variance design, with sex and sex-role stereotypy of self-description on the Competency and on the Warmth and Expressiveness item clusters of the Sex-Role Stereotype Questionnaire as the three independent variables, as illustrated in Table 1.

Eleven measures of same-sex affiliation were used as outcome variables: ten scores for each of the scales of the Affiliation Questionnaire, and the total score for the Sex-Role Stereotype Questionnaire under adult female/adult male instructions.

SAMPLE

The study sample consisted of 296 unmarried students (168 women, 128 men) of Acadia University. The subjects ranged in age from 17 to 25 years with a mean age of 18.9 years, standard deviation of 1.55 years.

Acadia University is a small (enrollment approximately 2500), traditional university in a rural setting. Students are characterized as hardworking, with relatively traditional values, and are notably non-activist. In one sense, Acadia University students provided an ideal population for a study of this kind, in that the traditional values made it more likely that trends would be sufficiently marked to show up. Caution must be used in generalizing the results to less traditional areas of the country. However, the results are useful in yielding guidelines for research, and the strength of some of the trends makes it unlikely that they are so superficial as to be limited to this particular population.

The social class background of sample Ss was assessed with Blishen's (1968) socio-economic index for occupations in Canada to classify father's occupation. This index was based on 1961 census data and makes use of information on education and income characteristics of incumbents of the occupations.

The mean socio-economics class score for sample Ss (by father's occupation) was 46.62. This compared to a mean for the Nova Scotia labor force of 35.58. The socio-economic class background of this sample appeared

above the provincial (and national) average (see Table 15).

However, scores ranged from 27 to 76, representing almost the entire range of occupations classified, indicating that a sizeable percentage of subjects were drawn from all socio-economic levels (see Table 15).

TABLE 15

PERCENTAGE AND CUMULATIVE PERCENTAGE DISTRIBUTION OF SAMPLE Ss (BY FATHER'S AND MOTHER'S OCCUPATION) WITH DISTRIBUTION OF CANADIAN AND NOVA SCOTIAN LABOUR FORCES BASED ON SOCIO-ECONOMIC INDEX SCORES, 1961⁵

Socio-economic Index	Father's Occupation		Mother's Occupation		N.S.		Canada	
	%	Cum. %	%	Cum. %	%	Cum. %	%	Cum. %
70.00+	14	14	9	9	3	3	4	4
60.00 - 69.99	12	26	2	11	3	6	4	8
50.00 - 59.99	18	44	15	26	6	12	9	17
40.00 - 49.99	18	62	17	43	25	37	20	37
30.00 - 39.99	24	86	6	49	28	65	32	69
Below 30.00	14	100	51	100	35	100	31	100

⁵Canadian and Nova Scotian figures from Blishen (1968).

The data on mother's occupation was also classified using Blishen's (1968) index. As the index pertains only to males, the information on mother's occupation must be interpreted with this caution in mind. As a general estimate of the working background of the subjects' mothers, it has some value.

The mean socio-economic rating for mother's occupation was 37.41, while the range was from 26 to 70. The lower socio-economic status of the mother's occupation appeared to be, at least in part, a reflection of the low status of housewife⁶ as occupation. Forty-nine per cent of the Ss' mothers were housewives. A slight majority of Ss (51 per cent) give an occupation other than housewife for their mothers. This was a rather high percentage, considering that only 28.7 per cent of Canadian married women participated in the labor force⁷ in 1967 (Ishwaran, 1971). The wording of the item was such that some non-working mothers may be included, though it would be necessary for the mother to retain her occupational identity for Ss to have given her occupation as other than housewife. This

⁶The occupational score for housewife (26.38) was found by applying Blishen's (1968) regression equation to the Pineo-Porter Scale category for housewives. The correlation between these scales is .91.

⁷The labor force is defined as persons employed or seeking employment (Ishwaran, 1971).

seemed unlikely to happen unless the mother has had some involvement in work outside the home during the subject's experience. This is borne out by the 50.34 per cent of Ss responding that their mothers worked, on items relating to mother's enjoyment of work. Only 39 per cent of the subjects reported that their mothers worked outside the home for some period of time during their childhood, so it appeared that the difference was made up by some mothers working after the subjects were older.

Acadia University has very few non-white students, and the majority of sample Ss were Protestant as well (Table 16).

TABLE 16
RELIGIOUS PREFERENCE RESPONSES

Category	Per Cent of Subjects
Atheist, agnostic	14.53
Unitarian	2.70
Jewish	.68
Protestant	62.84
Roman Catholic	8.11
Other	11.15

The respondents' political preferences are given in Table 17.

TABLE 17
POLITICAL PREFERENCE RESPONSES

Category	Per Cent of Subjects
Radical	3.72
Somewhat liberal	31.42
Moderate	37.50
Somewhat conservative	16.55
Apathetic	8.78
No response	2.03

To summarize, the sample consisted of students from a small traditional university. The mean age was 18.92. Socio-economic background by father's occupation was higher than the national average, but the range was considerable. An unusually high percentage of Ss had working mothers. The majority of Ss indicated Protestant religious preferences and moderate or liberal political views.

ADMINISTRATION OF INSTRUMENTS

The questionnaires were administered during class time in four introductory Sociology classes, two Psychology classes (first and second year) and two History classes (second year). Since class attendance was approximately 75 per cent in most classes, this method gave a better

sample of the population than the 20 per cent response to a previous questionnaire which relied on soliciting volunteers (randomly) by telephone. To eliminate an experimentation selection bias, there was no advance notice of the testing. The experimenter and professor came to the class session, announced that the experimenter wished to obtain anonymous questionnaire data for a Ph.D. dissertation study. Nothing was said of the nature of the study. However, students were told that there would be a feed-back lecture given after all the data was in, and that the professor felt that the information would be interesting and relevant to them. Their participation was requested,⁸ but no student was required to take the questionnaires. However, the only ones who left were students who had done the pre-testing questionnaire, and who, therefore, could not take part in the actual study. Thus, the only obvious selection bias operating was that of class attenders versus non-class attenders. Feedback sessions were given after testing had been completed with all classes.

The questionnaires were stapled in booklets so that the Sex-Role Stereotype Questionnaires were done first and second, under self and adult male/female instructions, in reverse

⁸One Sociology class was offered 1% on their final mark for taking part in the study.

order for alternate individuals to control for possible order effects (see Appendix D). Half of the Ss received "self" instructions first and adult "female"/"male" directions second. The other half described an adult other person and then themselves. Since the men described an adult male, while the women were instructed to describe an adult female, four different sets of instruction pages were issued with the booklets. Two types of booklets were for men: self instructions followed by adult male directions and the reverse of this. Similarly, half of the women did self first, followed by adult female instructions, while the remaining women described an adult female and then self.

The booklets containing all three Questionnaires (self and adult person of the Sex-Role Stereotype Questionnaire, and the Affiliation Questionnaire) were stapled together, making one package for each subject. Female forms were distinguished by a red code number in the 1000 range, while blue code numbers in the 2000 range indicated male forms. Ss were asked to come forward and pick up booklets from separate stacks for men and women. The investigator and an assistant monitored this proceeding to make sure that Ss received the appropriate booklets. The stacks were arranged so that alternate Ss received self or adult female/male instructions first.

Due to the relative transparency of some of the Affiliation Questionnaire items, this instrument was given last, with the biographical information items following at the end of the 66 Affiliation Questionnaire items (see Appendix G).

Scoring procedure for the Sex-Role Stereotype Questionnaire is given in Appendix C. The classification of items and information on the normative groups (from Broverman et al., 1970; Clarkson et al., 1970; Rosenkrantz et al., 1968) on which the scoring was based are found in Appendix B. The student column was used as the item classification reference for this study. The Competency cluster and Warmth and Expressiveness cluster item numbers appear in Appendix C.

The Affiliation Questionnaire scoring key is given in Appendix H. Items are scored so that the higher the score, the greater the same-sex affiliation (or the more positive the judgements and attitudes). Scale scores consist of summed item scores.

RESEARCH QUESTIONS AND HYPOTHESES

Do women and men differ in same-sex affiliation? This was the first and most basic question of this study. The theoretical framework established from the literature would predict significant differences between the sexes

in the various aspects of affiliation with own sex as a group. If minority group theory can be meaningfully applied to women they ought to respond differently to their own sex than do men. There is empirical evidence of at least some male-female differences in same-sex friendship patterns and attitudes to competence of same sex persons.

The literature reviewed suggested that women would be generally lower in same-sex affiliation than men. However, specific predictions from the literature were not available for each scale and there are certainly exceptions to the 'women less positive toward own sex' rule. For example, Udry (1971) suggested, and Douvan and Adelson (1966) presented evidence to show adolescent females' relationships with each other to be more characterized by intimacy than were those of adolescent boys. Thus, women might be expected to score higher than men on the Personal Friendship scale. These writers further assert and give some evidence that camaraderie and loyalty are a feature of boys groups. Thus, the prediction would be that men would score higher than women on the Companionship and Loyalty scales.

The evidence that women are opposed to females holding important positions (Bird et al., 1970; Duverger, 1955; Peterson, 1965; Watson, 1966) would suggest that women would be lower in same-sex affiliation on the Important Tasks and on the Working Relationships scales.

Tiger's (1969) data referred to already existing groups in power. However, his work does imply that men would have more positive attitudes toward all-male groups than would women to same-sex groups. Tiger did say that it was difficult to specify the exact ways in which all-female groups would differ from all-male groups, so the direction of difference which would be predicted was not entirely clear.

No directly relevant evidence was available to suggest in what direction men and women would differ in the Acceptance of Sex-Role Labels scale. However, logic suggested that the relatively more negative aspects to the feminine sex-role rendered it unlikely that women would be as ready to be seen as feminine as men would be willing to be seen as masculine.

The Pride and Dissociation scales were more difficult to predict, in that, as Allport (1955) pointed out, minority group members can develop a defensive solidarity. The Dependency Relationship scale was also hard to anticipate in that the items relate both to the traditionally feminine qualities of sensitive understanding and the traditionally masculine aspect of dominance.

Since the direction of difference could be anticipated only on limited evidence for all measures other than Important Tasks, Working Relationships and Personal Friendship, the most sound prediction applying to all same-sex

affiliation scales was simply that women and men would differ on them.

Same-sex affiliation, throughout this study, has been conceptualized as a complex, but global concept. The advantages of organization, clarity and synthesis which this allowed were considerable. The same benefits accrued to the development of simple, clear and straightforward hypotheses applicable without loss of accuracy to all scales, so that the experimenter and the reader do not become lost amid the many measures of same-sex affiliation. Therefore, the speculations about direction of differences were retained to provide a context for the discussion of results, and the first hypothesis of the study was:

1. It is hypothesized that women's and men's mean scores on the Important Tasks scale of the Affiliation Questionnaire will be significantly different from each other.

All of the hypotheses were identical for each of the remaining scales of the Affiliation Questionnaire and for the Sex-Role Stereotype Questionnaire and social desirability score for an adult same-sex person. To avoid meaningless repetition, the full statement of each hypothesis is given only for the first Affiliation Questionnaire scale.

The second research question asked whether the negative aspects of the feminine sex-role stereotype would

operate as inhibitors of same-sex affiliation in women. Allport's (1955) analysis pointed out that for a minority group member to identify with the values of the dominant group results in a self-hatred of his/her own group. This could take the form of accepting the dominant group's negative stereotypes, blaming one's own group for their low status , or rejecting one's own group and trying to become a member of the dominant group. The statement following from Allport's (1955) outgroup self-hatred hypothesis was that for a person to adopt the characteristics of the dominant group would be a form of self-hatred. For a woman to reject in herself even the negative aspects of femininity is to alienate her from her own group in that she has taken the characteristics of the high prestige group as preferred and in that she becomes different from other women. If Allport's (1955) hypothesis is an adequate predictor of women's behavior, women who have rejected the negative aspects of femininity (high Competency score women) ought to exhibit significantly less same-sex affiliation than women who score below the median on the Competency variable.

The Competency main effect in the analyses of variance for both sexes cannot be considered a sufficient test of this hypothesis, since the effect of the stereotypes ought to be different for men and women, if Allport is correct. That is, for a member of the dominant group

to adopt the characteristics of that group does not constitute self-hatred, but the opposite. Effects of the stereotypes must always be understood within the context of the social roles in which they are embedded and which give them meaning. For a man to exhibit high competency has an opposite meaning than for a women to do so. Thus, the most rigorous test of Allport's hypothesis was provided by the Sex x Competency interaction effects:

2. It is hypothesized that the Sex x Competency interaction effects will be significantly different from zero, with high Competency women scoring lower on the Important Tasks scale of the Affiliation Questionnaire than low Competency women.

This hypothesis was also identical for all eleven measures of same-sex affiliation. Additional evidence relating to hypothesis two was provided by simple effects analysis of women only. That is, on the separate analysis of variance for women only, high Competency women would be expected to obtain significantly lower scores on the various measures of same-sex affiliation than low Competency women.

The third research question asked whether the positive aspects of the female sex-role stereotype could facilitate same-sex affiliation to women. This extended Allport's hypothesis to positive aspects of the female

stereotype (conversely, negative aspects of the masculine stereotype). That is, women who accept the positive aspects of femininity (Warmth and Expressiveness) ought to score higher in same-sex affiliation than low Warmth women. The latter are taking on the characteristics of the dominant group and would be expected to be consequently lower in affiliation with their own sex. As with the previous question, the most stringent test of this was provided by the interaction effects. That is, in the context of the sex roles, the Warmth variable ought to have a different and opposite effect for women than for men:

3. It is hypothesized that the Sex x Warmth interaction effects will be significantly different from zero, with high Warmth women obtaining higher scores on the Important Tasks scale of the Affiliation Questionnaire than low Warmth women.

Again, identical hypotheses were used for all of the dependent variables. Related corroboration for hypothesis three was sought in the Warmth main effect in separate analysis of variance for women only, where high Warmth women would be expected to be higher in affiliation with own sex than low Warmth women.

STATISTICAL ANALYSIS

For statistical analysis, the subject's scores were arranged in a 2 x 2 x 2 three-factor fixed-effects

analysis of variance design, as previously outlined. Ss were randomly discarded (by computer) to yield an equal n in all cells. The cell size for the three-way analysis of variance was 12, giving a total N of 96.

Since no significant three-way interaction effects emerged from this analysis, three 2×2 two-way fixed-effects analysis of variance (Sex \times Competency, Sex \times Warmth and Expressiveness, Competency \times Warmth and Expressiveness) were done to check the accuracy of the results with larger cell n 's. For these analyses, the cell sizes were 32, 31 and 43, respectively, yielding total N 's of 128, 124 and 172. Again, Ss were discarded randomly (by computer) to achieve equal cell n 's. Thus, a new random sample was drawn for each analysis and this served as an additional check on the results and the representativeness of the random sampling (within the population of Ss tested). The median was used to divide Ss into high and low scoring groups. Additional simple effects analyses were done, analyzing male and female Ss separately.

In summary the study was arranged in a $2 \times 2 \times 2$ three-factor fixed-effects analysis of variance design. The independent variables were Competency, and Warmth and Expressiveness scores on the Sex-Role Stereotype Questionnaire, and sex. The dependent variables were eleven aspects of same-sex affiliation -- ten scales of the Affiliation Questionnaire

and by the social desirability score of the Sex-Role Stereotype Questionnaire under instructions to describe an adult person of the same sex. Two-way analyses of variance and simple effects analyses (males and females separately) were used to check the results.

CHAPTER IV

RESULTS

The results of the analyses of variance are presented for each of the eleven outcome measures in turn, with graphs of the relevant interaction effects. Hypotheses were judged supported if the probability of a Type I error associated with the F-ratio was less than .05. For replication, $p < .10$ was considered sufficient.

The hypotheses of the study were as follows:

1. It is hypothesized that women's and men's mean scores on the Important Tasks scale of the Affiliation Questionnaire will be significantly different from each other.

All of the hypotheses were identical for each of the remaining scales of the Affiliation Questionnaire and for the Sex-Role Stereotype Questionnaire and social desirability score for an adult same-sex person. To avoid meaningless repetition, the full statement of each hypothesis is given only for the first Affiliation Questionnaire scale.

2. It is hypothesized that the Sex x Competency interaction effects will be significantly different from zero, with high Competency women scoring lower on the

Important Tasks scale of the Affiliation Questionnaire than low Competency women.

3. It is hypothesized that the Sex x Warmth interaction effects will be significantly different from zero, with high Warmth women obtaining higher scores on the Important Tasks scale of the Affiliation Questionnaire than low Warmth women.

Important Tasks

As can be seen in Table 18a, hypothesis one was supported and the results were replicated by all relevant analyses of variance, at a highly significant level for the Important Tasks Scale. Women do appear to have less preference for their own sex as companions in important tasks than do men (see Tables 19a, 19b).

The question of the stereotypes as inhibitors of same-sex affiliation was answered positively by the support of hypothesis 2, in the two-factor Sex x Competency analysis of variance, where a significant Sex x Competency interaction effect appeared (see Table 18b). The graph of this effect is given in Figure 1. The trends were in the predicted direction for the three-factor analysis of variance, but the differences did not reach significance. The Competency main effect for women was also in the expected direction and the difference was sufficient to support the

TABLE 18a

RESULTS FOR ANALYSES OF VARIANCE: F-RATIOS
FOR MAIN EFFECTS⁹ ON THE IMPORTANT TASK SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	198.48	38	9.04	<.01	2.34	<.25	.82	>.50
Two-Factor: Sex, Competency	206.93	124	18.22	<.001	.03	>.50	-	-
Two-Factor: Sex, Warmth	237.02	120	17.54	<.001	-	-	1.31	>.25
Two-Factor: Com- petency, Warmth	231.75	168	-	-	.46	>.50	.09	>.50
Two-Factor, Women only: Competency, Warmth	263.55	104	-	-	3.04	<.10	4.70	<.05
Two-factor, Men only: Competency, Warmth	184.77	72	-	-	1.11	>.25	.04	>.50

⁹df for all MSs for effects = 1. The MSs for effects are reproducible by F (for effect) x MSw. This applies to Tables 18a to 38b, inclusive.

TABLE 18b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE IMPORTANT TASKS SCALE

Analysis Of Variance	MSw	df	Factor					
			Sex x Com- petency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	198.48	38	1.10	<.25	.77	>.50	4.75	<.05
Two-Factor: Sex, Competency	206.93	124	4.01	<.05	-	-	-	-
Two-Factor: Sex, Warmth	237.02	120	-	-	5.61	<.025	-	-
Two-Factor: Com- petency, Warmth	231.75	168	-	-	-	-	2.77	<.10
Two-Factor, Women only: Competency, Warmth	263.55	104	-	-	-	-	.37	>.50
Two-Factor, Men only: Competency, Warmth	184.77	72	-	-	-	-	.08	>.50

TABLE 19a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
 COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
 THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
 VARIANCE ON THE IMPORTANT TASKS SCALE

Classification of Respondents			Analysis of Variance			
Sex	Com- petency	Warmth	Three-factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency, Warmth	Two-Factor, Men only: Competency, Warmth
F	High	High	8.17	16.02	12.74	-
M	High	High	19.67		-	18.42
F	High	Low	4.33	12.86	4.07	-
M	High	Low	16.17		-	19.89
F	Low	High	11.67	13.74	16.30	-
M	Low	High	12.42		-	22.58
F	Low	Low	15.67	18.30	11.41	-
M	Low	Low	26.17		-	22.32

TABLE 19b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE IMPORTANT TASKS SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two Factor: Sex, Warmth
F	High	-	9.19	-
F	Low	-	13.84	-
M	High	-	25.16	-
M	Low	-	19.63	-
F	-	High	-	13.45
F	-	Low	-	3.74
M	-	High	-	18.48
M	-	Low	-	21.37

Figure 1. Graph of the Sex x Competency interaction effects from the data in Tables 18b and 19b for the two-factor Sex x Competency analysis of variance with the Important Tasks scale of the Affiliation Questionnaire as the dependent variable.
 $F = 4.01$ ($p < .05$).

• _____ . Females
• - - - - - . Males

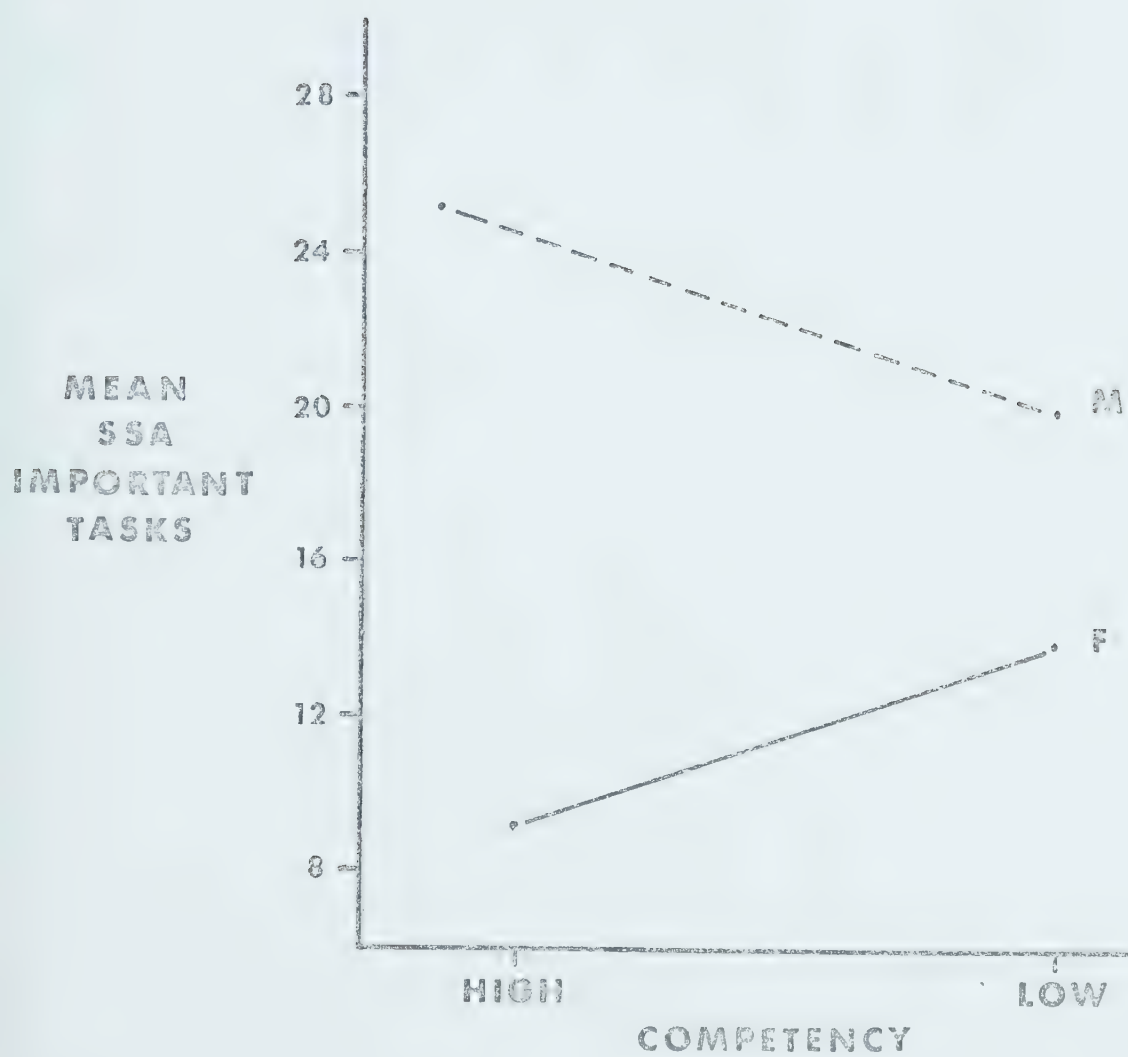
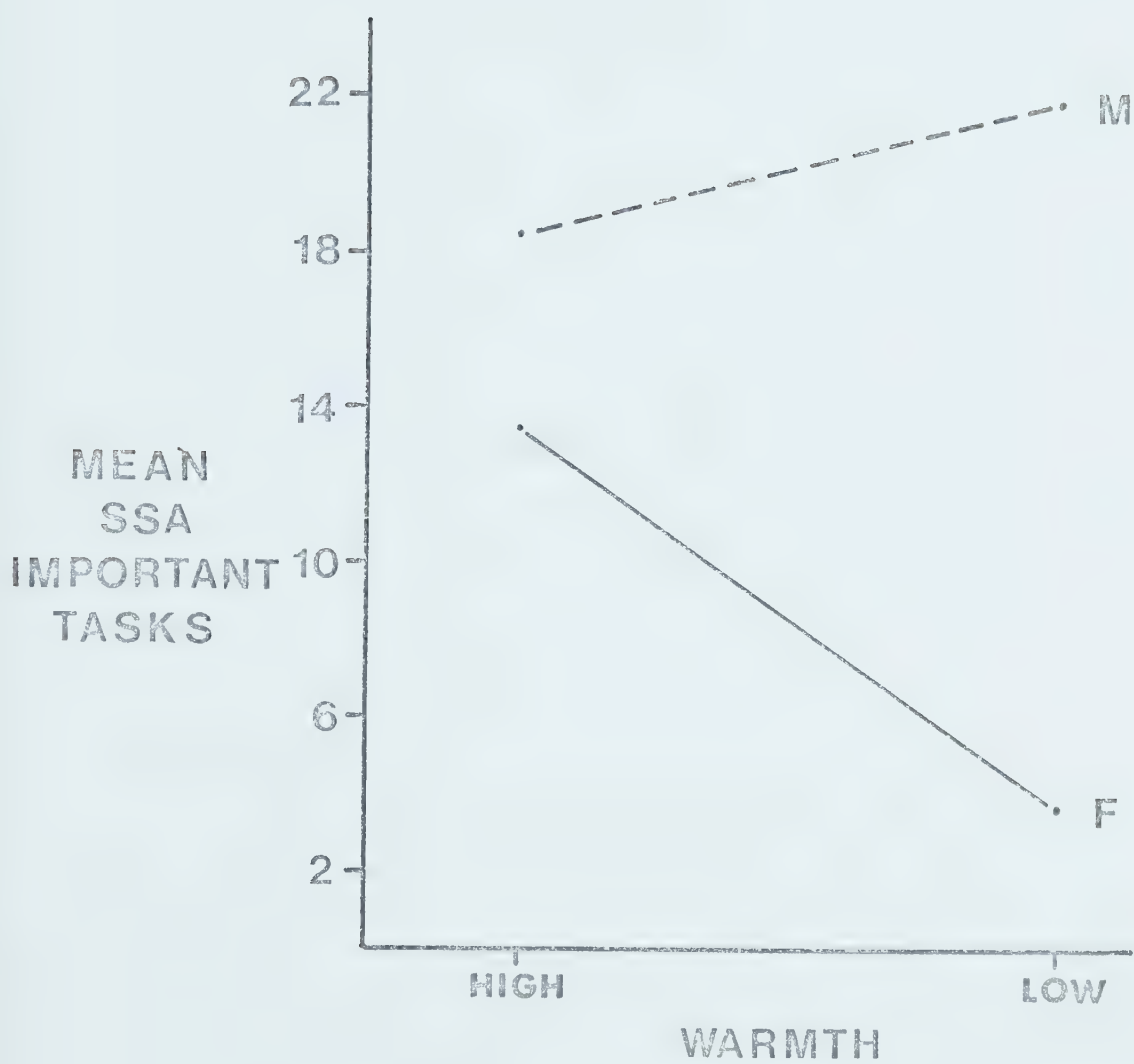


Figure 2. Graph of the Sex x Warmth interaction effects from the data in Tables 18b and 19b for the two-factor Sex x Warmth analysis of variance with the Important Tasks scale of the Affiliation Questionnaire as the dependent variable. $F = 5.61$ ($p < .025$).

. ————— . Females
. - - - - - . Males



finding that women display rejection of their own sex as companions in Important Tasks and that this rejection is connected with unfavorable aspects of the feminine sex-role stereotype.

The appearance of a significant Sex x Warmth interaction effect in the appropriate two-factor analysis of variance supported the third hypothesis for the Important Tasks scale, as can be seen in Table 18b, 19b and in Figure 2. The significant F-ratio associated with the difference between high and low Warmth women in separate analysis of women gave further evidence of this. For women, stereotypy of self-concept appears to be significantly related to same-sex affiliation in Important Tasks. Acceptance of the socially desirable aspects of femininity seems to enhance same-sex affiliation in women, while rejection of these characteristics inhibits it.

Companionship

The hypothesis that women and men differ in same-sex affiliation was both supported and replicated on the Companionship scale as can be seen in Table 20a. Women appear to be significantly lower than men in same-sex companionship (see Tables 20a, 21a, 21b).

There were no significant Sex x Competency or Sex x Warmth interaction effects (see Table 20b), so that

TABLE 20a

RESULTS FOR ANALYSES OF VARIANCE: F-RATIOS
FOR MAIN EFFECTS ON THE COMPANIONSHIP SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	13.80	88	229.24	<.001	.008	>.50	.92	>.50
Two-Factor: Sex, Competency	14.63	124	272.30	<.001	9.88	<.005	-	-
Two-Factor: Sex, Warmth	15.05	120	254.43	<.001	-	-	.15	>.50
Two-Factor: Com- petency, Warmth	42.97	168	-	-	7.47	<.01	5.91	<.025
Two-Factor: Women only: Competency, Warmth	15.71	104	-	-	.34	>.50	.00	>.50
Two-Factor, Men only: Competency, Warmth	17.24	72	-	-	.04	>.50	.04	>.50

TABLE 20b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE COMPANIONSHIP SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Com- petency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	13.80	88	.13	>.50	.73	>.50	.33	>.50
Two-Factor: Sex, Competency	14.63	124	.48	>.50	-	-	-	-
Two-Factor: Sex, Warmth	15.05	120	-	-	1.51	<.25	-	-
Two-Factor: Com- petency, Warmth	42.97	168	-	-	-	-	.50	>.50
Two-factor, Women only: Competency, Warmth	15.71	104	-	-	-	-	4.36	<.05
Two-Factor, Men only: Competency, Warmth	17.24	72	-	-	-	-	.007	>.50

TABLE 21a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR COMPETENCY
 x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND THE
 TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF VARIANCE
 ON THE COMPANIONSHIP SCALE

Classification of Respondents		Analysis of Variance			
Sex	Competency	Warmth	Three-Factor: Sex, Competency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Men only: Competency, Warmth
F	High	High	-8.25	-1.37	-6.89
M	High	High	3.75		-
F	High	Low	-5.83	.34	-5.30
M	High	Low	4.67		-
F	Low	High	-6.67	-4.81	-5.74
M	Low	High	3.00		-
F	Low	Low	-7.92	-1.67	-7.33
M	Low	Low	4.83		-
					4.84
					4.95
					4.94
					5.21

TABLE 21b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE COMPANIONSHIP SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	-4.91	-
F	Low	-	-7.50	-
M	High	-	5.78	-
M	Low	-	4.12	-
F	-	High	-	-6.26
F	-	Low	-	-6.84
M	-	High	-	4.00
M	-	Low	-	5.13

hypotheses two and three were not supported. However, there was a significant Competency x Warmth interaction effect for Women (see Table 20b and Figure 3) showing that the four groups of women who differed in stereotypy of self-concept also differed in same-sex affiliation on the Companionship scale. For women, the stereotypes apparently do affect companionship with other women, though in a more complex way than hypothesized.

Working Relationships

The third measure of same-sex affiliation was the Working Relationships scale of the Affiliation Questionnaire. Again, the hypothesized difference between women and men was supported, with men indicating a more favorable response to working with their own sex, as can be seen in Tables 22a, 23a, 23b. The results of the three-factor analysis of variance were replicated by both of the two-factor analyses of variance in which sex was a variable.

The Sex x Competency and Sex x Warmth interaction effects were negligible and failed to support the hypotheses that the stereotypes would be related to same-sex affiliation in working relationships (Table 22b).

Attitudes to Same-Sex Groups

As can be seen from Table 24a, the hypothesis that men and women would differ in attitudes to same-sex groups

Figure 3. Graph of the Competency x Warmth interaction effects from the data in Tables 20b and 21a for the two-factor Competency x Warmth analysis of variance for Women Only with the Companionship scale of the Affiliation Questionnaire as the dependent variable. $F = 4.36$ ($p < .05$).

..... • Low Warmth
..... • High Warmth

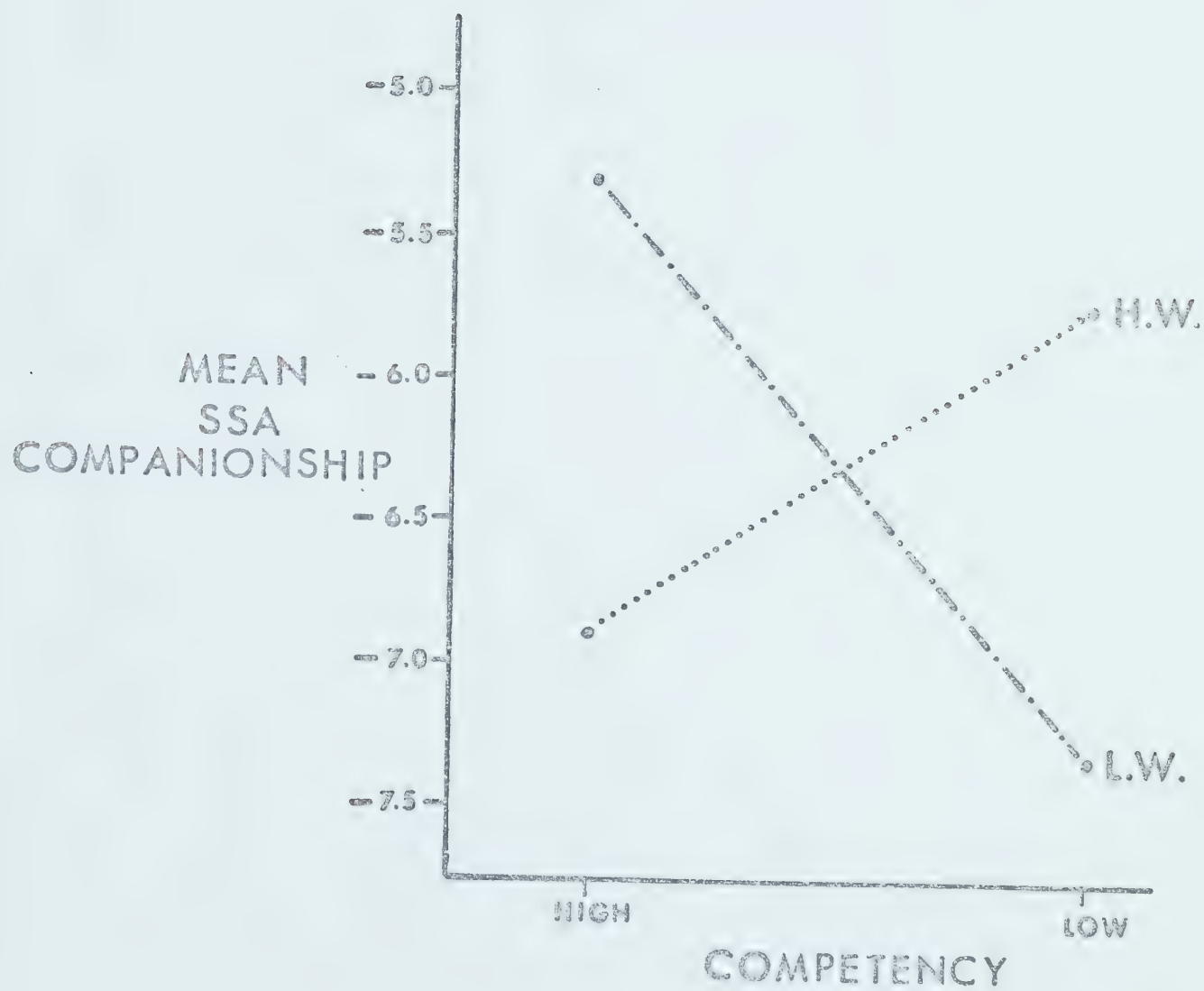


TABLE 22a

RESULTS FOR ANALYSES OF VARIANCE: F-RATIOS
FOR MAIN EFFECTS ON THE WORKING RELATIONSHIPS SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	10.76	88	16.61	<.001	2.32	<.25	1.19	>.25
Two-Factor: Sex, Competency	11.13	124	14.36	<.001	.51	>.50	-	-
Two-Factor: Sex, Warmth	12.15	120	9.55	<.005	-	-	2.23	<.25
Two-Factor: Competency, Warmth	13.16	168	-	-	.03	>.50	.04	>.50
Two-Factor, Women only: Competency, Warmth	12.23	104	-	-	.27	>.50	2.82	<.25
Two-Factor, Men only: Competency, Warmth	9.85	72	-	-	6.54	<.025	1.05	>.25

TABLE 22b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE WORKING RELATIONSHIPS SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Competency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	10.76	88	.16	>.50	.51	>.50	3.60	<.10
Two-Factor: Sex, Competency	11.13	124	.08	>.50	-	-	-	-
Two-Factor: Sex, Warmth	12.15	120	-	-	2.39	<.25	-	-
Two-Factor: Competency, Warmth	13.16	168	-	-	-	-	2.04	<.25
Two-Factor, Women only: Competency, Warmth	12.23	104	-	-	-	-	1.40	<.25
Two-Factor, Men only: Competency, Warmth	9.85	72	-	-	-	-	.53	>.50

TABLE 23a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
 COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
 THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
 VARIANCE ON THE WORKING RELATIONSHIPS SCALE

Classification of Respondents			Analysis of Variance			
Sex	Com- petency	Warmth	Three-Factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency, Warmth	Two-Factor; Men only: Competency, Warmth
F	High	High	- .67	.98	.59	-
M	High	High	1.25		-	1.11
F	High	Low	-1.75	.30	-1.33	-
M	High	Low	1.25		-	.89
F	Low	High	-1.25	.09	.15	-
M	Low	High	1.33		-	3.47
F	Low	Low	.33	1.00	- .19	-
M	Low	Low	3.75		-	2.21

TABLE 23b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE WORKING RELATIONSHIPS SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	.16	-
F	Low	-	- .09	-
M	High	-	2.56	-
M	Low	-	1.97	-
F	-	High	-	.45
F	-	Low	-	-1.45
M	-	High	-	1.42
M	-	Low	-	1.45

TABLE 24a
RESULTS FOR ANALYSES OF VARIANCE: F-RATIOS
FOR MAIN EFFECTS ON THE SAME-SEX GROUPS SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	7.72	88	3.51	<.10	.49	>.50	.11	>.50
Two-Factor: Sex, Competency	6.94	124	3.66	<.10	.82	>.50	-	-
Two-Factor: Sex, Warmth	7.07	120	8.25	<.005	-	-	1.24	>.25
Two-Factor: Competency, Warmth	7.71	168	-	-	2.28	<.25	1.27	>.25
Two-Factor, Women only: Competency, Warmth	7.49	104	-	-	.60	>.50	4.45	<.05
Two-Factor, Men only: Competency, Warmth	7.68	72	-	-	.76	>.50	.91	>.50

was supported by the two-factor Sex x Warmth analysis of variance and replicated by the three-factor and by the two-factor Sex x Competency analyses of variance for the Same-Sex Groups scale. Women appear to show more positive attitudes to all-female groups than men do to all-male groups (see Tables 25a and 25b).

The hypothesis that the stereotypes can act as inhibitors of same-sex affiliation in women was not supported (see Table 24b). However, the socially desirable aspects of the female sex-role stereotype do appear to facilitate same-sex affiliation in women as shown by the significant Sex x Warmth interaction in Table 24b and Figure 4, where high Warmth women gave more positive responses to all-female groups than did low Warmth women. Figure 5 gives the graph for the interaction effects for the three-way analysis of variance, which were in the expected direction, but did not reach significance, although very near the value required for replication. This supported the hypothesis that favorable stereotyping of self-concept would enhance same-sex affiliation in women. This finding was strengthened by the significant main effect for Warmth found in the Women Only analysis of variance (see Table 24a).

TABLE 24b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE SAME-SEX GROUPS SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Com- petency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	7.72	88	.11	>.50	2.73	<.25	1.30	>.25
Two-Factor: Sex, Competency	6.94	124	1.71	<.25	-	-	-	-
Two-Factor: Sex, Warmth	7.07	120	-	-	4.53	<.05	-	-
Two-Factor; Com- petency, Warmth	7.71	168	-	-	-	-	.09	>.50
Two-Factor, Women only: Competency, Warmth	7.49	104	-	-	-	-	1.98	<.25
Two-Factor, Men only: Competency, Warmth	7.68	72	-	-	-	-	.91	>.50

TABLE 25a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
 COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
 THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
 VARIANCE ON THE SAME-SEX GROUPS SCALE

Classification of Respondents		Analysis of Variance			
Sex	Com- petency	Warmth	Three-Factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Men only: Competency Warmth
F	High	High	5.67	4.70	5.81
M	High	High	3.42		-
F	High	Low	3.83	4.09	3.96
M	High	Low	3.58		-
F	Low	High	5.17	5.21	5.48
M	Low	High	3.42		-
F	Low	Low	4.75	4.86	5.11
M	Low	Low	4.75		-
					4.11

TABLE 25b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE SAME-SEX GROUPS SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	4.50	-
F	Low	-	5.53	-
M	High	-	4.22	-
M	Low	-	4.03	-
F	-	High	-	5.94
F	-	Low	-	4.39
M	-	High	-	3.55
M	-	Low	-	4.03

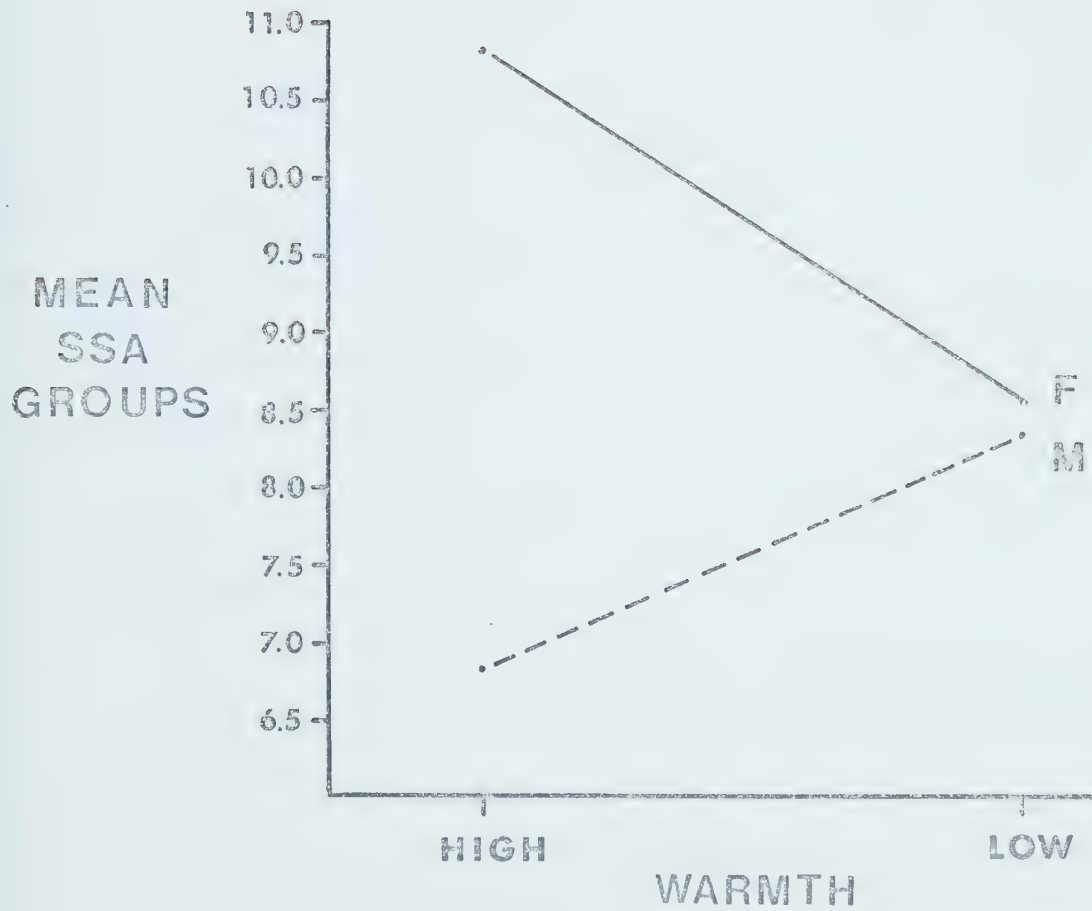
Figure 4. Graph of the Sex x Warmth interaction effects from the data in Tables 24b and 25b for the two-factor Sex x Warmth analysis of variance with the Same-Sex Groups scale of the Affiliation Questionnaire as the dependent variable.
 $F = 4.53$ ($p < .05$).

. ————— . Females
. - - - - - . Males



Figure 5. Graph of the Sex x Warmth interaction effects from the data in Tables 24b and 25a for the three-factor analysis of variance with the Same-Sex Groups scale of the Affiliation Questionnaire as the dependent variable. $F = 2.73$ ($p < .25$).

. _____ . Females
. - - - - - . Males



Personal Friendship

The hypothesis that men and women would differ in same-sex affiliation was supported and replicated for all relevant analyses of variance, as shown in Table 26a on the Personal Friendship scale. Women show more favorable responses to close personal friendship with other women than do men to their own sex, see Tables 27a and 27b. Neither of the hypotheses predicting a relationship between stereotypy of self-concept and same-sex affiliation was supported for the Personal Friendship scale, as can be seen from Table 26b.

Dependency Relationships

None of the three hypotheses were supported for the Dependency Relationships scale of the Affiliation Questionnaire, as shown in Tables 28a, 28b, 29a, and 29b. There were no significant F-ratios of any kind associated with this scale.

Acceptance of Sex-Role Labels

The first hypothesis was supported and replicated for all three relevant analyses of variance on the Acceptance of Sex-Role Labels scale (see Table 30a) with men showing more favorable reaction to being labelled masculine than do women to being called feminine (see Tables 31a, 31b). Neither of the hypotheses relating to the effects of stereotypy of self-concept on same-sex affiliation were supported (see Table 30b).

TABLE 26a

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS

FOR MAIN EFFECTS ON THE PERSONAL FRIENDSHIP SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	3.62	88	13.32	<.001	4.16	<.05	.56	>.50
Two-Factor: Sex, Competency	3.95	124	15.65	<.001	1.23	>.25	-	-
Two-Factor: Sex, Warmth	4.06	120	14.02	<.001	-	-	.96	>.50
Two-Factor: Competency, Warmth	4.18	168	-	-	6.82	<.01	4.06	<.05
Two-Factor, Women only: Competency, Warmth	3.98	104	-	-	1.34	<.25	2.38	<.25
Two-Factor, Men only: Competency, Warmth	4.70	72	-	-	.40	>.50	.04	>.50

TABLE 26b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE PERSONAL FRIENDSHIP SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Competency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	3.62	88	2.59	<.25	.01	>.50	.74	>.50
Two-Factor: Sex, Competency	3.95	124	2.42	<.25	-	-	-	-
Two-Factor: Sex, Warmth	4.06	120	-	-	.64	>.50	-	-
Two-Factor: Competency, Warmth	4.18	168	-	-	-	-	1.61	<.25
Two-Factor, Women only: Competency, Warmth	3.98	104	-	-	-	-	.04	>.50
Two-Factor, Men Only: Competency, Warmth	4.70	72	-	-	-	-	.55	>.50

TABLE 27a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
 COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
 THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
 VARIANCE ON THE PERSONAL FRIENDSHIP SCALE

Classification of Respondents			Analysis of Variance			
Sex	Com- petency	Warmth	Three-Factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency, Warmth	Two-Factor, Men only: Competency Warmth
F	High	High	.33	.37	1.26	-
M	High	High	.08		-	-.42
F	High	Low	.25	.14	.74	-
M	High	Low	-1.08		-	-.89
F	Low	High	2.00	1.58	1.78	-
M	Low	High	- .67		-	-.47
F	Low	Low	1.42	.56	1.11	-
M	Low	Low	.00		-	-.21

TABLE 27b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE PERSONAL FRIENDSHIP SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	.62	-
F	Low	-	1.56	-
M	High	-	- .22	-
M	Low	-	- .38	-
F	-	High	-	1.35
F	-	Low	-	.71
M	-	High	-	- .29
M	-	Low	-	- .35

TABLE 28a

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS

FOR MAIN EFFECTS ON THE DEPENDENCY RELATIONSHIPS SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	16.54	88	.01	>.50	.49	>.50	1.01	>.25
Two-Factor: Sex, Competency	18.36	124	1.02	>.25	1.12	>.25	-	-
Two-Factor: Sex, Warmth	18.29	120	1.02	>.25	-	-	.30	>.50
Two-Factor: Com- petency, Warmth	17.66	163	-	-	.02	>.50	.55	>.50
Two-Factor, Women only: Competency, Warmth	21.28	104	-	-	1.46	<.25	.77	>.50
Two-Factor, Men only: Competency, Warmth	9.79	72	-	-	.07	>.50	.15	>.50

TABLE 28b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE DEPENDENCY RELATIONSHIPS SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Competency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	16.54	88	1.45	<.25	1.01	>.25	.64	>.50
Two-Factor: Sex Competency	18.36	124	1.20	>.25	-	-	-	-
Two-Factor: Sex, Warmth	18.29	120	-	-	3.26	<.10	-	-
Two-Factor: Competency, Warmth	17.66	168	-	-	-	-	1.95	<.25
Two-Factor, Women only: Competency, Warmth	21.28	104	-	-	-	-	.50	>.50
Two-Factor, Men only: Competency, Warmth	9.79	72	-	-	-	-	.84	>.50

TABLE 29a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
VARIANCE ON THE DEPENDENCY RELATIONSHIPS SCALE

Classification Of Respondents			Analysis of Variance			
Sex	Com- petency	Warmth	Three-factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency, Warmth	Two-Factor, Men only: Competency, Warmth
F	High	High	5.25	6.09	5.96	-
M	High	High	5.50		-	5.58
F	High	Low	4.58	5.67	4.56	-
M	High	Low	6.50		-	7.11
F	Low	High	6.16	5.12	6.41	-
M	Low	High	4.42		-	6.05
F	Low	Low	6.83	6.49	6.26	-
M	Low	Low	6.75		-	6.25

TABLE 29b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE DEPENDENCY RELATIONSHIPS SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex x Competency	Two-Factor: Sex x Warmth
F	High	-	5.72	-
F	Low	-	5.75	-
M	High	-	7.31	-
M	Low	-	5.69	-
F	-	High	-	5.94
F	-	Low	-	4.13
M	-	High	-	5.32
M	-	Low	-	6.29

TABLE 30a

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS

FOR MAIN EFFECTS ON THE ACCEPTANCE OF SEX-ROLE LABELS SCALE

Analysis Of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	6.83	88	11.28	<.001	.15	>.50	.15	>.50
Two-Factor: Sex, Competency	6.85	124	31.05	<.001	.26	>.50	-	-
Two-Factor: Sex, Warmth	6.98	120	33.80	<.001	-	-	.51	>.50
Two-Factor: Com- petency, Warmth	8.07	168	-	-	.07	>.50	.42	>.50
Two-Factor, Women only: Competency, Warmth	8.17	104	-	-	.09	>.50	1.23	>.25
Two-Factor, Men only: Competency, Warmth	5.66	72	-	-	2.09	<.25	.01	>.50

TABLE 30b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE ACCEPTANCE OF SEX-ROLE LABELS SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Com- petency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	6.83	88	.05	>.50	.01	>.50	.05	>.50
Two-Factor: Sex, Competency	6.85	124	.96	>.50	-	-	-	-
Two-Factor: Sex, Warmth	6.98	120	-	-	1.42	<.25	-	-
Two-Factor: Com- petency, Warmth	8.07	168	-	-	-	-	1.66	<.25
Two-Factor, Women only: Competency, Warmth	8.17	104	-	-	-	-	.09	>.50
Two-Factor, Men only: Competency, Warmth	5.66	72	-	-	-	-	.33	>.50

TABLE 31a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
 COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
 THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
 VARIANCE ON THE ACCEPTANCE OF SEX-ROLE LABELS SCALE

Classification of Respondents			Analysis of Variance			
Sex	Com- petency	Warmth	Three-factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency, Warmth	Two-Factor, Men only: Competency, Warmth
F	High	High	.67	1.81	1.04	-
M	High	High	2.92		-	2.68
F	High	Low	.67	1.53	.26	-
M	High	Low	2.25		-	2.32
F	Low	High	1.17	1.14	1.04	-
M	Low	High	2.58		-	3.16
F	Low	Low	.83	1.98	.59	-
M	Low	Low	2.75		-	3.42

TABLE 31b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE ACCEPTANCE OF SEX-ROLE LABELS SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	.53	-
F	Low	-	.75	-
M	High	-	3.56	-
M	Low	-	2.88	-
F	-	High	-	.65
F	-	Low	-	.26
M	-	High	-	2.84
M	-	Low	-	3.06

Loyalty to Own Sex as a Group

On the Loyalty scale, the hypothesis that men and women differ in same-sex affiliation was supported and replicated for all relevant analyses (see Table 32a). Women show more loyalty to their own sex than do men, on the Affiliation Questionnaire, as can be seen on Tables 33a and 33b. The negative aspects of the feminine sex-role stereotype appear to inhibit same-sex affiliation in women, and the hypothesis to this effect was supported and replicated as shown by the significant Sex x Competency interaction effects in Table 32b and Figures 6 and 7. That is, high Competency women receive lower scores on the Loyalty scale than do low Competency women, while high and low Competency men do the opposite.

The Sex x Warmth interaction effects did not reach the level of significance necessary to support the hypothesis that positive aspects of the female sex-role stereotype can facilitate same-sex affiliation in women. However, the trends were in the predicted direction and approached significance (see Table 32b), and there was a significant Warmth main effect in the analysis of women only (see Table 32a). So it appears that high Warmth women show more loyalty in same-sex affiliation than do low Warmth women. Warmth does not appear to make a significant difference to men's loyalty to other men.

TABLE 32a
RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR MAIN EFFECTS ON THE LOYALTY SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	7.08	88	10.88	<.005	.59	>.50	.21	>.50
Two-Factor: Sex, Competency	7.27	124	4.54	<.05	.47	>.50	-	-
Two-Factor: Sex, Warmth	8.56	120	5.58	<.025	-	-	.42	>.50
Two-Factor: Com- petency, Warmth	7.13	168	-	-	5.75	<.025	6.60	<.025
Two-Factor, Women only: Competency, Warmth	7.74	104	-	-	.59	>.50	12.44	<.001
Two-Factor, Men only: Competency, Warmth	7.67	72	-	-	.39	>.50	1.07	>.25

TABLE 32b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS

FOR INTERACTION EFFECTS ON THE LOYALTY SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Competency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	7.08	88	4.95	<.05	2.12	<.25	6.80	<.025
Two-Factor: Sex, Competency	7.27	124	14.22	<.001	-	-	-	-
Two-Factor: Sex, Warmth	8.56	120	-	-	3.06	<.10	-	-
Two-Factor: Competency, Warmth	7.13	168	-	-	-	-	.00	>.50
Two-Factor, Women only: Competency, Warmth	7.74	104	-	-	-	-	.81	>.50
Two-Factor, Men only: Competency, Warmth	7.67	72	-	-	-	-	1.07	>.50

TABLE 33a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
VARIANCE ON THE LOYALTY SCALE

Classification of Respondents			Analysis of Variance			
Sex	Com- petency	Warmth	Three-factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency, Warmth	Two-Factor, Men only: Competency, Warmth
F	High	High	4.50	4.23	5.41	-
M	High	High	4.00		-	3.58
F	High	Low	3.42	3.21	3.04	-
M	High	Low	2.75		-	3.58
F	Low	High	5.58	5.23	5.33	-
M	Low	High	.92		-	3.84
F	Low	Low	5.58	4.16	3.93	-
M	Low	Low	4.25		-	2.53

TABLE 33b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE LOYALTY SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	3.44	-
F	Low	-	5.56	-
M	High	-	4.22	-
M	Low	-	2.75	-
F	-	High	-	4.97
F	-	Low	-	3.71
M	-	High	-	2.81
M	-	Low	-	3.39

Figure 6. Graph of the Sex x Competency interaction effects from the data in Tables 32b and 33a for the three-factor analysis of variance with the Loyalty scale of the Affiliation Questionnaire as the dependent variable.
 $F = 4.95$ ($p < .05$).

. ————— . Females
. - - - - - . Males

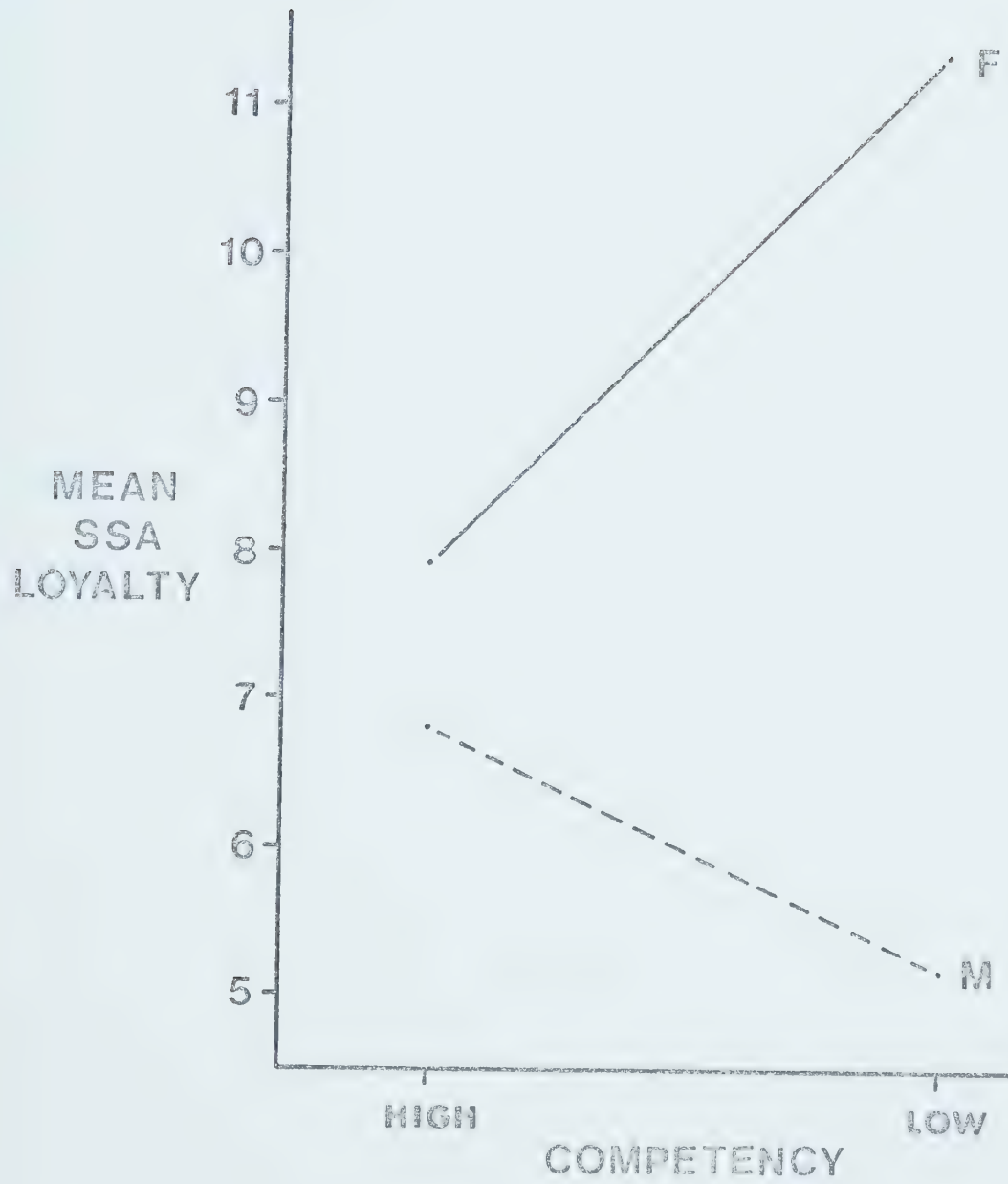
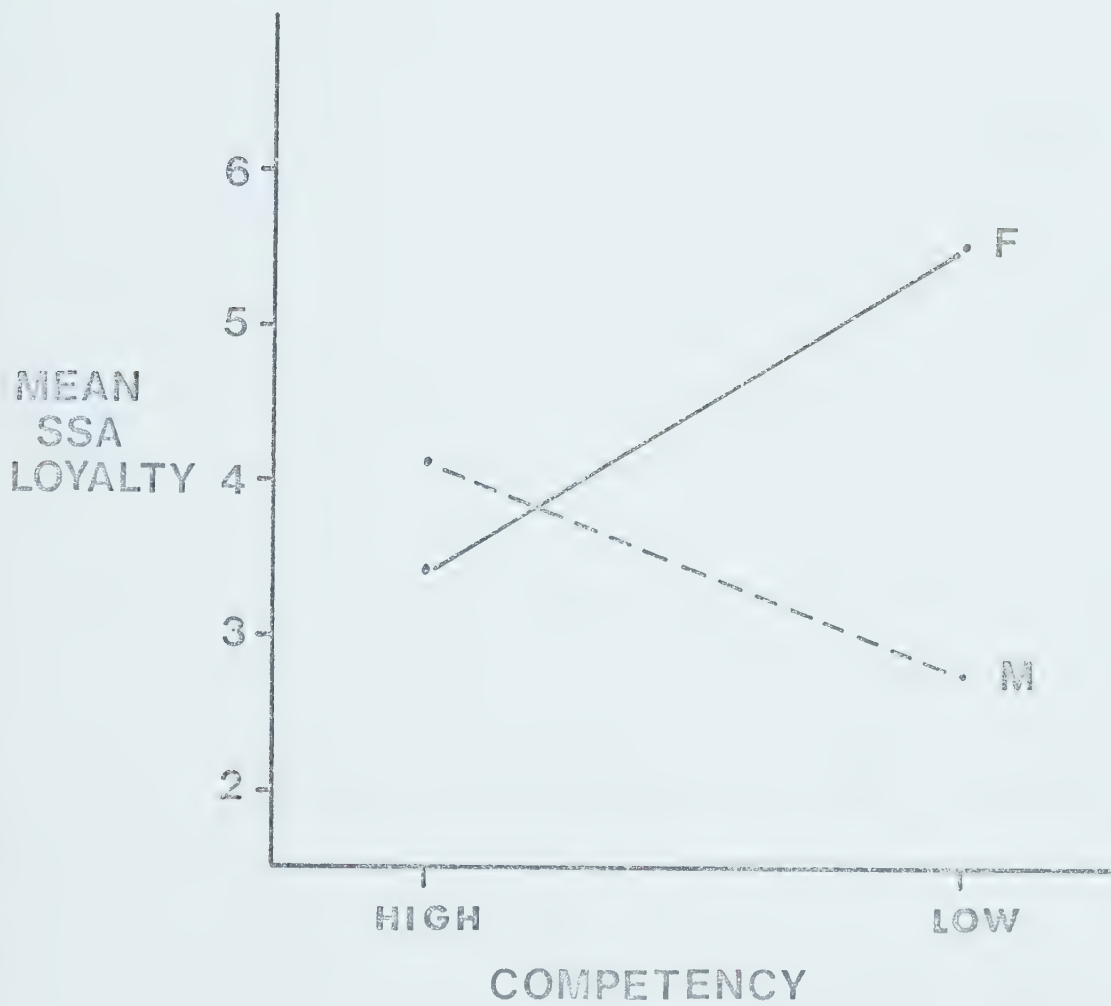


Figure 7. Graph of the Sex x Competency interaction effects from the data in Tables 32b and 33b for the two-factor Sex x Competency analysis of variance with the Loyalty scale of the Affiliation Questionnaire as the dependent variable. $F = 14.22$ ($p < .001$).

. ————— . Females
. - - - - - . Males



Pride in Own Sex as a Group

The results of the analyses of variance for the Pride scale showed no significant main effects for the Sex variable (see Tables 34a, 35a and 35b). Hypothesis one was therefore not supported. The significant Sex x Competency interaction effects which supported hypothesis two (see Table 34b, Figures 8, 9) showed that, while there was no overall difference between men and women in the pride taken in own sex as a group, the Competency stereotype of self-concept had an opposite effect on the males and females. This finding was strengthened by the evidence that high Competency women were significantly lower in same-sex Pride than low Competency women in the analysis of Women Only (see Tables 34a, 35a). There was no corresponding effect for men. Thus, the women Ss were most likely responsible for the Competency main effect apparent on the two-factor Competency x Warmth analysis of variance, as Ss were pooled across sex for this analysis and sex is not independent of Competency and Warmth. For women, same-sex pride appears to be deleteriously affected by rejection of the less socially desirable aspects of the feminine stereotype.

No effects were found for the positive aspects of the female stereotype and hypothesis three was therefore not supported for the Pride scale (see Table 34b).

TABLE 34a

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS

FOR MAIN EFFECTS ON THE PRIDE SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	9.68	88	.16	>.50	2.69	<.25	3.38	<.10
Two-Factor: Sex, Competency	9.06	124	.00	>.50	1.12	>.25	-	-
Two-Factor: Sex, Warmth	10.34	120	.03	>.50	-	-	.15	>.50
Two-Factor: Competency, Warmth	8.91	168	-	-	4.07	<.05	1.70	<.25
Two-Factor, Women only: Competency, Warmth	9.31	104	-	-	8.78	<.005	.06	>.50
Two-Factor, Men only: Competency, Warmth	10.82	72	-	-	.54	>.50	.54	>.50

TABLE 34b
RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE PRIDE SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Com- petency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	9.68	88	4.98	<.05	.00	>.50	.28	>.50
Two-Factor: Sex, Competency	9.06	124	4.72	<.05	-	-	-	-
Two-Factor: Sex, Warmth	10.34	120	-	-	2.45	<.25	-	-
Two-Factor: Com- petency, Warmth	8.91	168	-	-	-	-	.02	>.50
Two-Factor, Women only: Competency, Warmth	9.31	104	-	-	-	-	.02	>.50
Two-Factor, Men only: Competency, Warmth	10.82	72	-	-	-	-	.21	>.50

TABLE 35a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
 COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
 THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
 VARIANCE ON THE PRIDE SCALE

Classification of Respondents		Analysis of Variance			
Sex	Com- petency Warmth	Three-factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency Warmth	Two-Factor, Men only: Competency, Warmth
F	High	- .17	.21	- .07	-
M	High	.33		-	.79
F	Low	.00	.74	- .30	-
M	Low	1.83		-	1.00
F	High	1.33	1.07	1.59	-
M	High	.25		-	1.00
F	Low	3.42	1.72	1.52	-
M	Low	1.17		-	1.89

TABLE 35b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE PRIDE SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	.16	-
F	Low	-	1.88	-
M	High	-	1.28	-
M	Low	-	.69	-
F	-	High	-	1.39
F	-	Low	-	.26
M	-	High	-	.58
M	-	Low	-	1.26

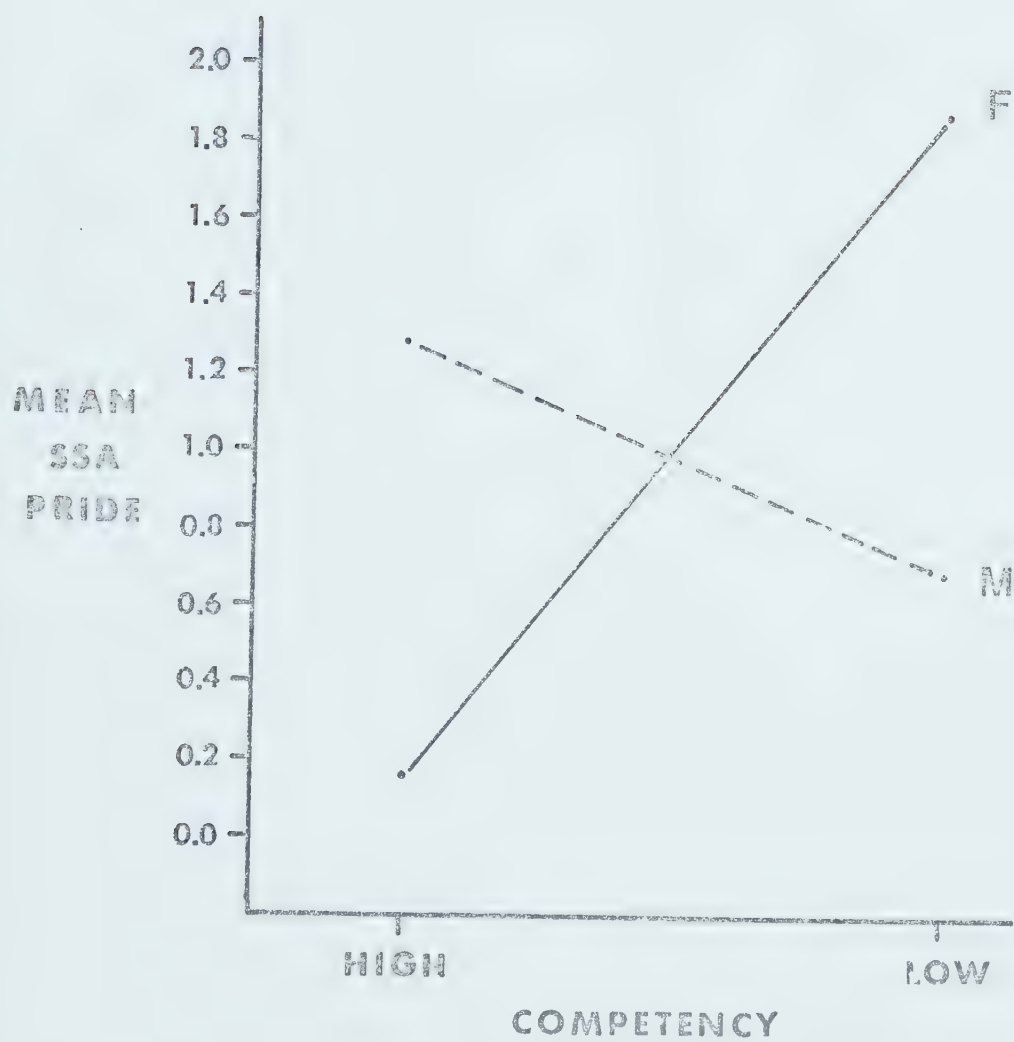
Figure 8. Graph of the Sex x Competency interaction effects from the data in Tables 34b and 35a from the three-factor analysis of variance with the Pride scale of the Affiliation Questionnaire as the dependent variable. $F = 4.98$ ($p < .05$).

. ————— . Females
. - - - - - . Males



Figure 9. Graph of the Sex x Competency interaction effects from the data in Tables 34b, 35b for the two-factor Sex x Competency analysis of variance with the Pride scale of the Affiliation Questionnaire as the dependent variable. $F = 4.72$ ($p < .05$).

. _____ . Females
. - - - - - . Males



Dissociation from Typical Member of Own Sex

The hypothesis that there would be an overall difference between women and men in same-sex affiliation was not supported for the Dissociation scale of the Affiliation Questionnaire, as can be seen on Tables 36a, 37a, 37b.

The significant Sex x Competency interaction effects on the two-factor Sex x Competency analysis of variance supported the hypothesis that high Competency has an inhibiting effect on same-sex affiliation in women (see Table 36b, Figure 10). This supported the differential effect of the stereotypes for women and men on the Dissociation scale. Further evidence of this was provided by the significant difference between high and low Competency women in the analysis of Women Only (see Table 36b). This finding was somewhat confounded in that high Competency also appeared to have a slightly inhibiting effect on men's willingness to associate themselves with the typical or average person of their own sex. However, this trend was not sufficient to reach significance and it appeared that the differences between high and low Competency women were largely responsible for the significant Competency main effects (see Table 36b). There were no significant Sex x Warmth interaction effects and hypothesis three was therefore not supported (Table 36b).

TABLE 36a

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR MAIN EFFECTS ON THE DISSOCIATION SCALE

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	5.20	88	.03	>.50	2.89	<.10	2.32	<.25
Two-Factor: Sex, Competency	4.67	124	.04	>.50	6.22	<.025	-	-
Two-Factor: Sex, Warmth	5.56	120	.01	>.50	-	-	.01	>.50
Two-Factor: Com- petency, Warmth	4.27	168	-	-	7.67	<.01	2.29	<.25
Two-Factor, Women only: Competency, Warmth	4.69	104	-	-	8.35	<.005	2.15	<.25
Two-Factor, Men only: Competency, Warmth	5.28	72	-	-	1.68	>.25	1.00	>.25

TABLE 36b
RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE DISSOCIATION SCALE

Analysis of Variance	MSw	df	Factor					
			Sex x Com- petency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	5.20	88	1.35	<.25	.39	>.50	5.42	<.05
Two-Factor: Sex, Competency	4.67	124	4.02	<.05	-	-	-	-
Two-Factor: Sex, Warmth	5.56	120	-	-	2.94	<.10	-	-
Two-Factor: Com- petency, Warmth	4.27	168	-	-	-	-	3.27	<.10
Two-Factor, Women only: Competency, Warmth	4.69	104	-	-	-	-	1.05	>.25
Two-Factor, Men only: Competency, Warmth	5.28	72	-	-	-	-	.01	>.50

TABLE 37a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
 COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
 THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
 VARIANCE ON THE DISSOCIATION SCALE

Classification of Respondents			Analysis of Variance			
Sex	Com- petency	Warmth	Three-factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency, Warmth	Two-Factor, Men only: Competency, Warmth
F	High	High	1.83	1.60	2.04	-
M	High	High	1.75		-	1.58
F	High	Low	.75	1.51	1.00	-
M	High	Low	2.08		-	2.16
F	Low	High	1.67	1.91	2.81	-
M	Low	High	1.33		-	2.32
F	Low	Low	3.58	2.95	2.63	-
M	Low	Low	3.00		-	2.79

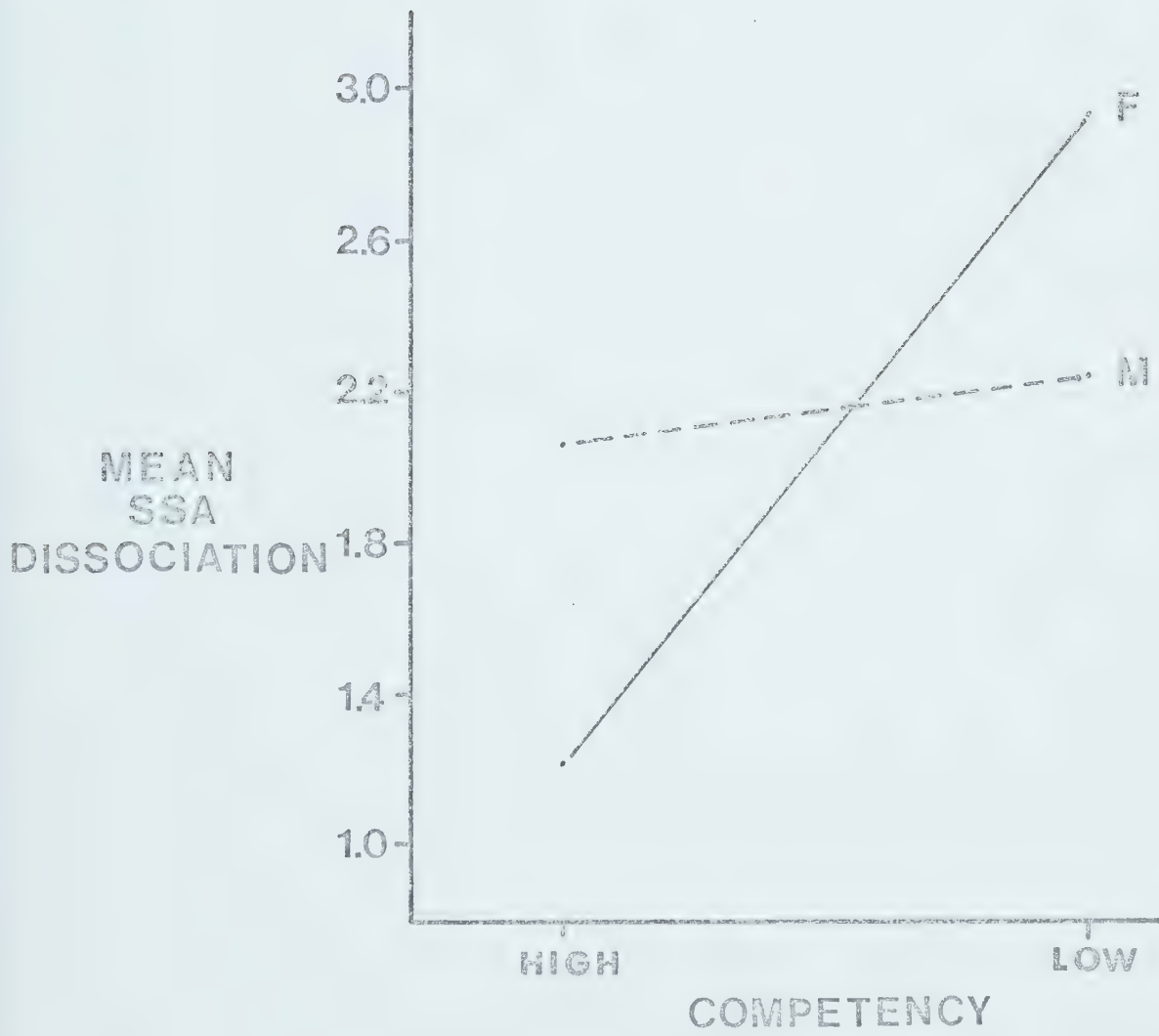
TABLE 37b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE DISSOCIATION SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	1.22	-
F	Low	-	2.94	-
M	High	-	2.06	-
M	Low	-	2.25	-
F	-	High	-	2.19
F	-	Low	-	1.52
M	-	High	-	1.52
M	-	Low	-	2.29

Figure 10. Graph of the Sex x Competency interaction effects from the data in Tables 36b and 37b for the two-factor Sex x Competency analysis of variance with the Dissociation scale of the Affiliation Questionnaire as the dependent variable. $F = 4.02$ ($p < .05$).

• ————— • Females
• - - - - - • Males



Social Desirability

The hypothesis that men and women differ in same-sex affiliation was supported for the social desirability score for description of an adult person of the same sex (see Table 38a). However, the differences were in the direction of females scoring lower than males for the two-way Sex x Competency analysis of variance and in the opposite direction (men scoring lower than women) for the two-way Sex x Warmth analysis of variance (see Tables 39a, 39b). Further, the variables that appeared to exert a major influence on this measure were the Competency and Warmth variables, which seemed to affect both sexes in the same way as can be seen from Tables 38a, 39a, 39b. Although the differential male versus female same-sex affiliation hypothesis was supported for this scale, the results were most likely an effect of the pooling over the Competency and Warmth variables, which appeared to be producing the real influence on this particular measure. It was noticeable that the main effect for Sex did not appear on the three-way analysis of variance, where the Competency and Warmth variables were controlled.

Because there was no differential effect of the stereotypes, neither of the hypotheses that the stereotypes would act as inhibitors and/or facilitators of same-sex affiliation in women were supported (see Table 38b). That

TABLE 38a

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS

FOR MAIN EFFECTS ON THE SOCIAL DESIRABILITY SCORE FOR

DESCRIPTION OF AN ADULT SAME-SEX PERSON

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	112.37	88	.01	>.50	58.53	<.001	39.12	<.001
Two-Factor: Sex, Competency	152.98	124	5.46	<.025	44.72	<.001	-	-
Two-Factor: Sex, Warmth	179.45	120	5.11	<.05	-	-	14.45	<.001
Two-Factor: Com- petency, Warmth	95.08	168	-	-	140.68	<.001	83.46	<.001
Two-Factor, Women only: Competency, Warmth	99.20	104	-	-	80.15	<.001	37.85	<.001
Two-Factor, Men only: Competency, Warmth	108.43	72	-	-	25.02	<.001	36.18	<.001

TABLE 38b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE SOCIAL DESIRABILITY SCORE
FOR DESCRIPTION OF AN ADULT SAME-SEX PERSON

Analysis of Variance	MSW	df	Factor					
			Sex x Competency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	112.37	99	.53	>.50	.01	>.50	.07	>.50
Two-Factor: Sex, Competency	152.98	124	1.06	>.25	-	-	-	-
Two-Factor: Sex, Warmth	179.45	120	-	-	.33	>.50	-	-
Two-Factor: Competency, Warmth	95.09	136	-	-	-	-	.07	>.50
Two-Factor, Women only: Competency, Warmth	99.20	104	-	-	-	-	.21	>.50
Two-Factor, Men only: Competency, Warmth	108.43	72	-	-	-	-	1.28	>.25

TABLE 39a

MEAN SCORES FOR RESPONDENTS FOR THE THREE-FACTOR, THE TWO-FACTOR
 COMPETENCY x WARMTH, THE TWO-FACTOR WOMEN ONLY COMPETENCY x WARMTH AND
 THE TWO-FACTOR MEN ONLY COMPETENCY x WARMTH ANALYSES OF
 VARIANCE ON THE SOCIAL DESIRABILITY SCORE FOR DESCRIPTION
 OF AN ADULT SAME SEX-PERSON

Classification of Respondents			Analysis of Variance			
Sex	Com- petency	Warmth	Three-factor: Sex, Compe- tency, Warmth	Two-Factor: Competency, Warmth	Two-Factor, Women only: Competency Warmth	Two-Factor, Men only: Competency Warmth
F	High	High	-13.48	-13.54	-10.54	-
M	High	High	- 9.90		-	- 9.75
F	High	Low	1.29	.44	.36	-
M	High	Low	1.26		-	1.91
F	Low	High	6.05	4.49	5.73	-
M	Low	High	2.54		-	- .50
F	Low	Low	13.01	17.68	18.41	-
M	Low	Low	18.79		-	16.56

TABLE 39b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE SOCIAL DESIRABILITY SCORE FOR
 DESCRIPTION OF AN ADULT SAME-SEX PERSON

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	- 7.74	-
F	Low	-	9.13	-
M	High	-	- .39	-
M	Low	-	11.98	-
F	-	High	-	.77
F	-	Low	-	8.54
M	-	High	-	-6.05
M	-	Low	-	4.48

is, Competency and Warmth do affect the social desirability of the description of an adult same-sex person, but not differentially in such a way as to confirm Allport's out-group self-hatred hypothesis.

CHAPTER V

DISCUSSION OF THE RESULTS

The initial finding of this research was that same-sex affiliation is not a unidimensional construct. Statements about affiliation with own sex as a group must therefore be made with reference to the particular aspect under view. As will be seen from the following discussion, the most serious flaw in most of the statements from the literature about men's and women's relationships with people of their own sex has been that these assertions are overly broad. It is not that the evidence necessarily showed many statements as false, but that they were partly true and partly untrue. Thus, when it comes to discussing the answers to the research questions posed at the beginning of the study, the context must always be, which aspect of same-sex affiliation is meant?

Within this understanding, the major conclusion of this study was that there are significant differences between women and men on almost every aspect of same-sex affiliation considered. That is, there was only one scale of the Affiliation Questionnaire on which there was not either a significant main effect for Sex or a significant Sex x Competency interaction effect. These differences

appear sufficient to warrant the general statement that men and women do differ in most aspects of same-sex affiliation.

It must be noted that these results go a long way toward establishing the construct validity of the Affiliation Questionnaire. The scales were designed to locate differences between the sexes and within-sex differences (between various groups of women) in same-sex affiliation and the scales did achieve these objectives. This is particularly important considering that the Affiliation Questionnaire was not developed in such a way as to either modify or reduce existing differences -- the sexes were pooled for the principal components analysis. Further evidence of this has been provided by Malmo-Levine (1972), who found significant differences between various groups of women (women's liberation group women, student wives, Mormon church women, teachers and secretaries) on all scales (except scale seven) of the Affiliation Questionnaire.

In the present study the direction of the differences between the sexes constituted a most interesting body of data. As would have been expected from the predictions available from the literature, men display greater preference for and more positive attitudes toward the company of other men than do women to other women in the Important Tasks and Working Relationships scales (among others), as can be seen on Tables 18a and 22a.

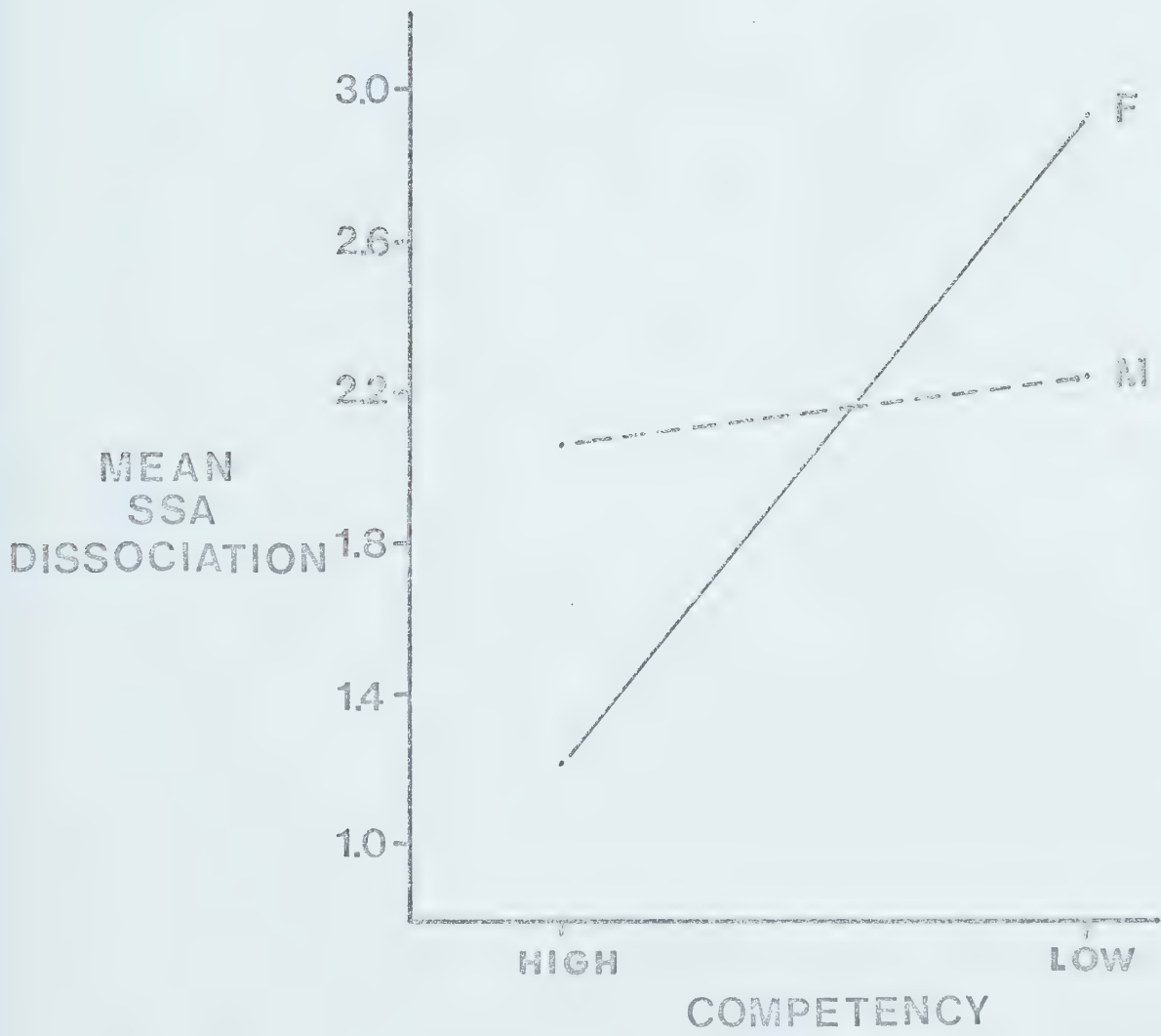
TABLE 37b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE DISSOCIATION SCALE

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	1.22	-
F	Low	-	2.94	-
M	High	-	2.06	-
M	Low	-	2.25	-
F	-	High	-	2.19
F	-	Low	-	1.52
M	-	High	-	1.52
M	-	Low	-	2.29

Figure 10. Graph of the Sex x Competency interaction effects from the data in Tables 36b and 37b for the two-factor Sex x Competency analysis of variance with the Dissociation scale of the Affiliation Questionnaire as the dependent variable. $F = 4.02$ ($p < .05$).

. ————— . Females
. - - - - - . Males



Social Desirability

The hypothesis that men and women differ in same-sex affiliation was supported for the social desirability score for description of an adult person of the same sex (see Table 38a). However, the differences were in the direction of females scoring lower than males for the two-way Sex x Competency analysis of variance and in the opposite direction (men scoring lower than women) for the two-way Sex x Warmth analysis of variance (see Tables 39a, 39b). Further, the variables that appeared to exert a major influence on this measure were the Competency and Warmth variables, which seemed to affect both sexes in the same way as can be seen from Tables 38a, 39a, 39b. Although the differential male versus female same-sex affiliation hypothesis was supported for this scale, the results were most likely an effect of the pooling over the Competency and Warmth variables, which appeared to be producing the real influence on this particular measure. It was noticeable that the main effect for Sex did not appear on the three-way analysis of variance, where the Competency and Warmth variables were controlled.

Because there was no differential effect of the stereotypes, neither of the hypotheses that the stereotypes would act as inhibitors and/or facilitators of same-sex affiliation in women were supported (see Table 38b). That

TABLE 38a

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
 FOR MAIN EFFECTS ON THE SOCIAL DESIRABILITY SCORE FOR
 DESCRIPTION OF AN ADULT SAME-SEX PERSON

Analysis of Variance	MSw	df	Factor					
			Sex		Competency		Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	112.37	88	.01	>.50	58.53	<.001	39.12	<.001
Two-Factor: Sex, Competency	152.98	124	5.46	<.025	44.72	<.001	-	-
Two-Factor: Sex, Warmth	179.45	120	5.11	<.05	-	-	14.45	<.001
Two-Factor: Com- petency, Warmth	95.08	168	-	-	140.68	<.001	83.46	<.001
Two-Factor, Women only: Competency, Warmth	99.20	104	-	-	80.15	<.001	37.85	<.001
Two-Factor, Men only: Competency, Warmth	108.43	72	-	-	25.02	<.001	36.18	<.001

TABLE 36b

RESULTS OF ANALYSES OF VARIANCE: F-RATIOS
FOR INTERACTION EFFECTS ON THE SOCIAL DESIRABILITY SCORE
FOR DESCRIPTION OF AN ADULT SAME-SEX PERSON

Analysis of Variance	MSW	df	Factor					
			Sex x Com- petency		Sex x Warmth		Competency x Warmth	
			F	p	F	p	F	p
Three-Factor: Sex, Competency, Warmth	112.37	36	.53	>.50	.01	>.50	.07	>.50
Two-Factor: Sex, Competency	152.98	124	1.06	>.25	-	-	-	-
Two-Factor: Sex, Warmth	179.45	120	-	-	.33	>.50	-	-
Two-Factor: Com- petency, Warmth	95.08	168	-	-	-	-	.07	>.50
Two-Factor: Women only: Competency, Warmth	99.20	104	-	-	-	-	.21	>.50
Two-Factor: Men only: Competency, Warmth	108.43	72	-	-	-	-	1.28	>.25

TABLE 39b

MEAN SCORES FOR RESPONDENTS FOR THE TWO-FACTOR SEX
 x COMPETENCY AND THE TWO-FACTOR SEX x WARMTH ANALYSES
 OF VARIANCE ON THE SOCIAL DESIRABILITY SCORE FOR
 DESCRIPTION OF AN ADULT SAME-SEX PERSON

Classification of Respondents			Analysis of Variance	
Sex	Com- petency	Warmth	Two-Factor: Sex, Competency	Two-Factor: Sex, Warmth
F	High	-	- 7.74	-
F	Low	-	9.13	-
M	High	-	- .39	-
M	Low	-	11.98	-
F	-	High	-	.77
F	-	Low	-	8.54
M	-	High	-	-6.05
M	-	Low	-	4.48

is, Competency and Warmth do affect the social desirability of the description of an adult same-sex person, but not differentially in such a way as to confirm Allport's out-group self-hatred hypothesis.

CHAPTER V

DISCUSSION OF THE RESULTS

The initial finding of this research was that same-sex affiliation is not a unidimensional construct. Statements about affiliation with own sex as a group must therefore be made with reference to the particular aspect under view. As will be seen from the following discussion, the most serious flaw in most of the statements from the literature about men's and women's relationships with people of their own sex has been that these assertions are overly broad. It is not that the evidence necessarily showed many statements as false, but that they were partly true and partly untrue. Thus, when it comes to discussing the answers to the research questions posed at the beginning of the study, the context must always be, which aspect of same-sex affiliation is meant?

Within this understanding, the major conclusion of this study was that there are significant differences between women and men on almost every aspect of same-sex affiliation considered. That is, there was only one scale of the Affiliation Questionnaire on which there was not either a significant main effect for Sex or a significant Sex x Competency interaction effect. These differences

appear sufficient to warrant the general statement that men and women do differ in most aspects of same-sex affiliation.

It must be noted that these results go a long way toward establishing the construct validity of the Affiliation Questionnaire. The scales were designed to locate differences between the sexes and within-sex differences (between various groups of women) in same-sex affiliation and the scales did achieve these objectives. This is particularly important considering that the Affiliation Questionnaire was not developed in such a way as to either modify or reduce existing differences -- the sexes were pooled for the principal components analysis. Further evidence of this has been provided by Malmo-Levine (1972), who found significant differences between various groups of women (women's liberation group women, student wives, Mormon church women, teachers and secretaries) on all scales (except scale seven) of the Affiliation Questionnaire.

In the present study the direction of the differences between the sexes constituted a most interesting body of data. As would have been expected from the predictions available from the literature, men display greater preference for and more positive attitudes toward the company of other men than do women to other women in the Important Tasks and Working Relationships scales (among others), as can be seen on Tables 18a and 22a.

The results on the Important Tasks and Working Relationships scales were not surprising, in that these are areas traditionally associated with male competence and patriarchal authority (Bailyn, 1965; Bird et al., 1970; Brenton, 1966; Millet, 1970; Parsons, 1942). As Chodorow (1971) said, "A distinction reiterated in many different sources . . . is that girls and women 'are', while boys and men 'do' . . . (p. 182)."¹⁰

That is, men work outside the home, while women care for children and households. As Bardwick and Douvan (1971) showed, this image of women at home and men at work persists in spite of approximately one-third of the labor force and one-half of the college population in the United States and Canada being women. As this study demonstrated (Tables 18a, 20a) both women and men in this college population comprised of capable, achieving women actually show discrimination between men and women as associates in work and serious tasks, placing men in the traditional patriarchal roles of worker and leader. These trends are sufficiently strong that they appear in the three-way ANOVA and are replicated in both of the relevant two-factor analyses of variance. They establish that both sexes display a

¹⁰Since studies used by the Royal Commission on the Status of Women in Canada established that housewives with two children have an average working day of eleven hours, the idea that women are 'being' rather than 'doing' seems rather like an insane fantasy.

differential preferences for males as associates in the work and serious tasks of life.

Aside from the persistence of these beliefs, it is intuitively evident that the person that anyone would wish to have as their companion in a work or serious (emergency) situation would be someone who was not at all excitable in a major or minor crisis, who always thinks before acting, makes decisions easily and almost always acts as a leader -- in other words, the personification of the masculine stereotype (see Table 2). Naturally too, college students used to intellectually demanding tasks, facing futures with (hopefully) responsible careers, would prefer to work with people who are objective, logical, realistic, independent, skilled in business (see Table 2). And it follows logically that since these characteristics are associated in people's minds with the possession of external genitals, males would be the preferred partners in situations relevant to these characteristics. And, in results that indicated both extremely strong ($p < .001$ for most effects) and replicated trends (see Tables 18a, 20a) it was established that college men and women make exactly the kind of differential choices that were predicted from these stereotypes.

It is in considering this conclusion that the insidious effects of this situation become clear. Equality of opportunity for full participation in Canadian life (Bird et al., 1970) becomes a rather hollow phrase if the

expectation is that women will be less valuable than men in the work force and in providing leadership in times of stress. The powerful role of social expectations in behavior has been well established (Asch, 1956; Milgram, 1965a, 1965b; Rosenthal & Jacobson, 1968; Rosenthal, 1963; Rosenthal, 1966; Weisstein, 1971). Negative expectations of self can operate as a self-fulfilling prophecy (Freeman, 1971).

It is not so much that women are their own worst enemies, as the cliché has it. Rather, that women face not only the tangible barriers to equality such as job discrimination and unequal pay (Bird, C., 1971; Bird, F., et al., 1970; Peterson, 1965) but also the intangible barriers of social expectation and negative attitudes from both women and men, as clearly demonstrated by the results of this study.

Social expectations are a subtle influence, affecting the behavior of the person being judged as well as the evaluation of the perceiver. Given the preferences exhibited by the subjects in this study, the probability of a favorable evaluation of an individual's performance in situations like those covered in the Important Tasks and Working Relationships scales are decreased if that person is female -- regardless of the sex of the evaluator. Goldberg's (1970) results have shown that such expectations

of superior male work competence can amount to perceptual distortion.

The next question is the source of the differential preference. Although Tiger (1969) would say "male bonding," this can hardly explain the preference of females for males in the two scales under consideration. Further, the support for the outgroup self-hatred hypothesis on the Important Tasks scale casts doubt on the notion that the superior preference for males is an innate male bonding tendency unaffected by learned cultural stereotypes. In point of fact, Tiger's hypothesis is so general, all-encompassing and non-empirical, as to be virtually untestable (Fried, 1969; Lambert, 1971; Pierce, 1971; Weisstein, 1971).

It is possible to cast doubt on Tiger's hypothesis by the confirmation of the antithetical hypothesis that the differential roles and status of women and men, as exemplified in the stereotypes are responsible for the preference for males. As shown by the results of this study, the hypothesis predicting the differential effects of the stereotypes on women and men were both supported (see Figure 1 & 2, Table 18b) for the Important Tasks scale. These results demonstrated that there is a clear relationship between the stereotypes of the individual and their desire to have a male as their companion in a crisis. The findings strongly suggest that Tiger's hypothesis is incorrect, as it cannot account for

such data. This conclusion is strengthened by the fact that the Important Tasks scale appears to most closely approximate the kind of patriarchal authority and leadership that Tiger seemed to have in mind.

In any case, lack of evidence for the self-hatred hypothesis does not necessarily constitute absolute proof that a relationship does not exist between the stereotypes and same-sex affiliation. The effects of the stereotypes could simply be so pervasive that all members of the low-prestige group are affected by them, as was quite possibly the case in the Working Relationships scale, where all groups of women display negative attitudes to working with women even as co-workers (see Table 22a). Certainly this offers a more adequate explanation of this data than Tiger's hypothesis, which does not allow for the devaluation of women as co-workers and equals by women. It also seems reasonable to suppose this in view of the finding that the outgroup self-hatred hypothesis predicts women's and men's behavior on a scale, Important Tasks which both resembles and correlates significantly ($r = .67$, $p < .01$, see Appendix E) with the Working Relationships scale.

These findings have serious implications for the attempts to change the status of women in society, particularly in regard to work, leadership and access to the public forum. Looking at the low same-sex affiliation in

both high and low Competency women in Working Relationships and at the particularly low female affiliation of high Competency women in Important Tasks, the possibility that women would assist each other to an equal place in society, as the Royal Commission (Bird et al., 1970) hoped, appears remote.

This is not to say that women constitute the primary barrier to their own equality. Top level jobs, political and economic power positions are held by men, with few exceptions in Canada, the United States and other societies (Bird, C., 1971; Bird, F. et al., 1970; Millet, Peterson, 1965). In this sense there is some truth in the idea that women's strides toward equality have been made possible by men, but only in that men are in a position to grant access to the power structure. Rather, if one accepts the tenet of new-left politics and, indeed, the realistic (if cynical) observation that it is the disadvantaged themselves who must unite to effect their own salvation, the apparent unwillingness of women to choose other women as colleagues in work and important tasks as demonstrated by this study, constitutes a very serious impediment to the equality of women. The situation looks even more grim when it is considered that the women in the sample were from a university population from which future leaders and high status individuals are more likely to be drawn.

What is likely to happen when these women are in a position to help younger women move upward in their jobs?

These findings have given empirical evidence of the subjugating function of the stereotypes, particularly as they affect the disadvantaged group. Not only are men more likely to choose associates in their own image for work and serious tasks, women also choose toward the masculine image. That this is not likely an example of the female's inability to "release 'followership' behavior (Tiger, 1970, p. 75)" is evidenced by the significant Sex x Competency interaction effects on the Important Tasks scale, as previously discussed and by the women's preference for men as co-workers.

Certainly, the strong preference of the male subjects for their own sex as working partners is also likely to create barriers to the admission of women to top-level positions, given the same reasoning for men as women subjects about their future potential and the enduring tendencies of same-sex choice. Not that men would maliciously and deliberately exclude women from top-level jobs.¹¹ Rather the implications of this research would be that men would tend to choose other men as work and political associates,

¹¹This is, however, a possibility, in that a belief system of differential characteristics can easily be used to sanction differential opportunities. Millet (1970) has an excellent discussion of this in her comparison of John Stuart Mill and John Ruskin, pp. 88-108.

in keeping with their own preferences and image of the male's appropriate qualities for the job.

No conspiracy, this -- but almost more detrimental in its potential for the well-intentioned person to behave in ways that negate those intentions without awareness of having done so. The classic example (Bernard, 1964; Tiger, 1969) is of a group of academic males who make a choice between equally well-qualified male and female candidates which comes to the fact that they feel more comfortable with the man. It is in situations like this of closely balanced choice, that the "non-conscious ideology (Bem and Bem, 1971, p. 86)" is most likely to come into play.

Why not choose another male to join this group of men who already are comfortable and used to working together as equals, why not choose the person whom the non-conscious images say is suited to the job, why not choose in the traditional and familiar way -- why not choose the man for the job? Why not, indeed. In this study, men not only indicated their preference for males as associates in work situations, but described their present work association partners as more often male than female. The trends are so strong (see Tables 18a, 22a), there is every reason to believe they represent stable tendencies.

And the women in high status positions who should be best able (by example) and most motivated to give the answer

to the "Why not?"--seem all too likely to choose the men, as well. The tendency is even more pronounced in the women most likely to make it to the top, the high Competency women (see Figure 1).

It is important to consider these results at some length because of their vital implications for practice. These findings verify the Royal Commission's conclusion that changes in the images of women at work are a necessary condition to improving their status (Bird et al., 1970). The results demonstrate that it is crucial to provide educational experiences (such as media images, courses and consciousness-raising groups) which would create some widespread personal awareness of the power of nonconscious sexist ideology in behavior. This research indicates the need to reach high Competency women as their affiliation with other women in important tasks is adversely affected by the stereotypes and as high Competency women may be more likely to reach influential positions from which to effect change.

Malmo-Levine's (1972) finding that women who had been through a women's liberation consciousness-raising group experience exhibited significantly higher same-sex affiliation than other groups of women evidenced

the effectiveness of an educational experience directed to a liberated picture of women. And Freda Paltiel's success in introducing women into high-level Canadian federal civil service jobs (Wallace, 1971) testifies to the willingness of many men to put aside familiar and comfortable ways of doing things in order to provide equal opportunities for women, once the need for this is sanctioned and understood.

The importance of the present findings is clear in that the results provide empirical evidence of what has only been logically inferred to date--that unfavorable stereotypes of women set the stage for reported discriminatory choices of men over women in the serious tasks of life (including work and politics). Further, the findings demonstrate that it is those women who describe themselves as most competent who are most susceptible to the outgroup self-hatred.

It is not only in work and serious situations that men are preferred companions--but also in relaxed social situations. For in fact, it is on the Companionship scale that the greatest differences between men and women in same-sex affiliation occur (see Tables 20a, 21a, 21b). One possible reason for the extremity of these scores is that

the type of situations covered by scale two are the ones most conducive to finding dating and mating partners (see Table 6). It should be remembered that a negative same-sex affiliation score on this particular scale indicates a strong affinity for the opposite sex.

Women may likely be constrained by the fact that marriage is the primary, most socially approved, and often only personally acceptable source of achievement and upward social mobility for females (Bardwick, 1971). Their status with peers, both male and female, is also far more dependent on their popularity with men than on their academic achievement. In fact, the latter may be considered by some to be detrimental to their status (Komarovsky, 1946; Horner, 1971; Schneider, 1971). Women thus have more compelling reasons to seek mixed company than do males. These results parallel Douvan and Adelson's (1966) finding that popularity and dating is more important to adolescent girls, career aspirations to teenage boys.

As a Bryn Mawr woman expressed it:

Social pressure. Friday and Saturday nights were miserable without a date. I had lots of dates, and I pretended to be "above" all that pressure, and most of the time I was having a passionate love affair by mail anyway, but I do not remember a single Friday or Saturday night when I didn't have a date which I enjoyed at all. It was much better to go out with a creep than to be alone in the dorm on a weekend. It was much better to have a date with a guy than to go out with one or a bunch of girls. If I didn't

have a date I'd be really jealous of all the girls who did, and I'd go and read the sign-out book to see who went where with whom for how long. (Schneider, 1971, p. 421).

And, for men, the company of other males is far more likely to be productive as a source of future occupational contacts and achievement than is the company of females. As the United States Supreme Court Chief Justice Louis Brandeis said in his advice to young lawyers, "Cultivate the society of men--particularly men of affairs. This is essential to your professional success (Brandeis, 1972, p. 26)." However, these results suggest that the advice is unnecessary--men already show strong preferences for males as companions in casual social activities (see Table 20a). The findings of this study provide empirical evidence which gives credence to Hurlock's (1972) statement that the culturally learned antagonism between the sexes makes it difficult for boys and girls to become childhood friends, and that "boys are discouraged from developing 'sissified' social skills, and thus feel inadequate in social relations with girls as they grow older (Hurlock, 1972, p. 246)."

A rather sobering consequence of women's lack of interest in each other as casual social companions is that this may tend to push women toward the very presentation of themselves as sex objects that many women decry (Bird et al., 1970). That is, being sexually attractive to men is

an almost certain means whereby a woman can secure interest and attention at a social gathering. It is not that being sexy is necessarily demeaning, rather than pleasurable--it is only so when sex appeal is seen by a woman as the only basis from which to generate interest in herself. This data suggests that a woman who comes to this conclusion has sound reasons for doing so--not 'gentlemen prefer blondes', but 'everyone prefers men' for playmates (see Table 20a).

The results on this scale look like a nightmare from a women's point of view--as from childhood days when teams are being chosen and the fear is that nobody will choose you.

A little boy, maybe seven years old, runs out of the house, hockey stick in hand, and down the street to where the usual group of kids are standing around. Some of them hail him with shouts as they see him approaching. They're waiting to start the daily ritual game of street hockey. Quickly, almost automatically, they take their regular positions on the road, ready to play. But just before the game begins, the boy looks up and sees that some of the kids aren't playing. As a matter of fact, he suddenly thinks, they never play. For just a moment he wonders why. But then, with a blink of recognition he remembers--they're the girls. (Nunes and White, 1972, p. 37).

Sex roles have been so well rationalized on a complementary but equal basis, as Richard Udry (1971) has pointed out, that the poignancy of these findings and the conflicts for women inherent in them become apparent only with thought. It is known that both black and white children have preferred white dolls (Ogletree, 1969), that both boys and girls prefer the 'it' doll to be a boy (Erown, 1958). The

present research has demonstrated that in situations ranging from work to play to crisis--adult men and women still prefer males, only this time the preferences are not for dolls, but cover real friendship patterns and stated association preferences.

A potentially harmful part of this, for women, is that the situation is neither so obvious nor so blatant as to be easily recognizable. What undoubtedly makes it even more difficult for most women to recognize these influences is they have never experienced anything else. Most women within the age group of the study population would take it for granted that most of their friends would quickly forego their company any time for the chance of a date with a man as the data certainly suggest--however, unappealing that particular male is as a person--because he is a man and therefore more valuable (Schneider, 1971). The effect of this on women's self-concept can hardly help but be deleterious.

By the time children enter school, they have learned that people regard sex differences as extremely important. They have also learned that 'masculine traits' are commonly regarded as 'superior.' Gradually, their own observations of individual instances of inferiority merge into a general concept of inferiority which is closely associated with 'feminine characteristics.' When this happens, members of the female sex develop inferiority complexes which color their attitudes and patterns of behavior. If they accept the cultural tradition, it stifles

their motivation to excel. If they reject the tradition, even though they realize that it is widely held by members of the social group, it makes them resentful, rebellious, and unhappy. (Hurlock, 1972, p. 9).

Positive self-conceptions and expectations of success which play such a large part in achievement must be seriously undermined by the subtle but pervasive effect of being one of the unwanted, the less desirable, those of whom least is expected (Baumrind, 1972; Freeman, 1971). The vicious circle that is set up by low expectations is well known--teachers expect some students to perform better and they do (Rosenthal and Jacobson, 1968), experimenters expect low ratings from subjects and they get them (Rosenthal, 1966). Milgram (1965a, 1965b) established the critical role of the social situation in behavior when he demonstrated that subject's willingness to subject a person to what they believed was an injurious, possibly fatal level of electric shock depended upon whether the people with them urged them on or themselves chose to discontinue.

What kind of self-fulfilling prophecy is being set up for women in view of this evidence (see Tables 18a, 20a, 22a) that they are considered less interesting and valuable as social companions, workmates and associates in a crisis than men? It is not to be wondered at that sex-appeal and heterosexual popularity is not only a prime requirement for women but also a welcomed way out of the bind of being seen as less desirable companions. 'Vivé la difference' has its

rewards for women--not only for pleasure but for social recognition. Thus arises the spectacle of women struggling to retain youthful sexuality and masculine attention long after age, marriage and motherhood should have made such efforts unnecessary as well as inappropriate. The results of this study lend the weight of empirical evidence, as well as understanding, to the plea of the 'obsolete' middle-aged woman:

Listen to me! Think what it is like to have most of your life ahead and be told you are obsolete! Think what it is like to feel attraction, desire, affection toward others, to want to tell them about yourself, to feel that assumption on which self-respect is based, that you are worth something. . . . To be, in other words, still a living woman, and to be told every day that you are not a woman but a tired object that should disappear. That you are not a person but a joke. Well, I am a bitter joke. I am bitter and frustrated and wasted, but don't you pretend for a minute as you look at me, forty-three, fat, and looking exactly my age, that I am not as alive as you are and that I do not suffer from the category into which you are forcing me. (Moss, 1970, pp. 174-75).

The fact that individual women manage to surmount these expectations (often by achieving positions which command respect) is a tribute to their persistence in face of barriers all the more treacherous for being unspoken and virtually unrecognized (Bem and Bem, 1971; Maccoby, 1963). They are the exceptions which prove the rule (Bird, C., 1971). But how many of the women in this sample will live to become

the housewife at the party whom no one seeks out least of all the other women? Not rejected, but neglected--the day in, day out, year in, year out, unquestioned and unrecognized reality of the outgroup member, the "other" (de Beauvoir, 1953). As Bardwick and Douvan (1971) have pointed out:

In spite of an egalitarian ideal in which the roles and contributions of the sexes are declared to be equal and complementary, both men and women esteem masculine qualities and achievements. Too many women evaluate their bodies, personality qualities, and roles as second-rate. When male criteria are the norms against which female performance, qualities, or goals are measured, then women are not equal. It is not only that the culture values masculine productivity more than feminine productivity. The essence of the derogation lies in the evolution of the masculine as the yardstick against which everything is measured. Since the sexes are different, women are defined as not-men and that means not good, inferior. It is important to understand that women in this culture, as members of the culture, have internalized these self-destructive values (p. 153).

The irony and difficulty in this for a woman is that the attitudes of disinterest is likely to flourish uninterrupted in the casual social spheres of life in which she has less opportunity to modify the situation. It seems less susceptible to change by a woman's individual efforts in that, once a woman is recognized for herself as an individual, she becomes "Mary" rather than "a woman" and the stereotype remains largely intact. History is replete

with examples of individual exceptions to the stereotypes of Jews and Blacks whose example exerted only the most gradual diminishment of the stereotypes. And it was demonstrated that the stereotypes have a significant effect on women's willingness to socialize with their own sex (see Table 20b). The four groups of women who differ in stereotypy of self-concept also differ significantly in affiliation with other women on the Companionship scale (see Figure 3).

The solution? Intimate relationships--close personal friendships where women's socialized expressive qualities are most facilitating and where individual personality differences can overpower the effects of stereotypes on preferences. Here is where women shine and it becomes apparent that feminine socialization is not only destructive, but also has positive, beneficial, constructive effects, productive of rewarding relationships and attitudes between women. Reflection shows that this is likely to be so, in that the nature of complementarity of roles implies that each will have some of the desirable attributes of the whole (thought not necessarily to the same extent).

Considering that human relationships are the self-defining, most socially rewarded achievement tasks for women (Bardwick, 1971; Coleman, 1961; Douvan and Adelson, 1966)

it is not surprising to find that on the scale (Personal Friendship) most related to what Parsons and Bales (1955) call "expressiveness," women score higher in same-sex affiliation than men. That is, close personal relationships provide the setting in which the most valued feminine qualities can be expressed, appreciated and esteemed. These results corroborate previous evidence that female's relationships with each other are more characterized by intimacy (Douvan and Adelson, 1966). Neither are men encouraged to develop the qualities which make for close and rewarding relationships (Carkhuff & Berenson, 1967; Rogers, 1967; Truax & Carkhuff, 1967)--qualities of warmth, understanding, sensitivity to the needs of others are not seen as masculine in this society (Broverman et al., 1970; Clarkson et al., 1970; Rosenkrantz et al., 1968). Men are not encouraged to develop close emotional relationships of this kind, particularly with each other. The present results provide empirical evidence of the outcome--men do not appear to form intimate relationships with each other, in spite of the time they apparently spend together socializing (see Tables 20a, 21a, 21b) and they prefer women in the close personal relationships of life (see Table 26a).

It is apparent that the positive or socially desirable aspects of the feminine sex-role stereotype, the qualities of warmth and expressiveness which are most likely responsible

for the results on this scale, have a facilitating effect on woman to woman relationships.

It is noticeable that there was a significant Warmth main effect in the two-factor Competency x Warmth analysis of variance, likely due to pooling of the sexes in this analysis, and that the trends were in the expected direction in analysis of women only, though they did not reach significance (see Table 26a). The Warmth variable did not appear to significantly affect men's scores (see Table 26a), which is understandable considering the sex-role context in which these qualities occur. That is, why should men who incorporate the feminine attributes of warmth and expressiveness be thereby drawn closer to other men, who supposedly typify the opposite?

The implications of the finding that women display greater same-sex affiliation than do men on the Personal Friendship scale are considerable for the proponents of androgynous sex-roles as sources of enrichment. Greater ability to engage in intimate, emotionally satisfying relationships with other men, of the kind described by social scientists as necessary to mental health (Carkhuff, 1967; Carkhuff & Berenson, 1967; Rogers, 1967; Truax & Carkhuff, 1967) appears to be the likely result of incorporation of desirable feminine qualities by men. It must be remembered that the items on the Personal Friendship

scale relate not only to favorable versus unfavorable attitudes to own sex in personal relationships, but also to a women versus men choice. That is, there was no reason to believe that men necessarily forego or do not desire the kind of relationships described in this scale. The evidence simply showed that they describe other men relatively unfavorably (compared to women's judgements of their own sex) and that they tend to prefer women as associates in these instances. That is, just as men are preferred companions in work, crises and casual socialization, women are preferred when personal feelings and experiences are the focus of the relationship. The results read like a textbook on complementary sex roles and their outcomes!

Brenton (1966) has described the dehumanizing and, he feels, unmanning influences of an over-emphasis on work and the constriction of emotional, feminine qualities in the lives of males. He argued that as males are allowed to incorporate feminine expressive qualities, the family unit will be strengthened, males will be able to better adapt to retirement, to unemployment and to a future leisure society, and that a more secure sexual identity, based on genuine acceptance of self and own sex, will result.

Only when each sex accepts the fact that it has components of the other in its personality, only when each individual of either sex learns, in a sense, to act out the other's roles, can the two sexes really and essentially communicate with each other. In fact,

identity is built up in part by one's ability to master not only one's own roles, whatever they may be, but the roles of others as well. Furthermore, the very process of learning the roles of the opposite sex enables a person, if he is not threatened by it, to be more comfortable with his own sex--hence, with himself. (Brenton, 1966, p. 202)

Maslow (1970) described the self-actualizing person as androgynous and, indeed, it is difficult to imagine a self-fulfilling person who does not partake of the desirable qualities of both femininity and masculinity. The constriction of complementary sex roles becomes apparent in this--neither person in a relationship of the two incomplete parts of a whole is either expected or freed to be a complete person. But as Udry (1971) has pointed out, because sex-roles are deeply believed cultural values, there is considerable anxiety about the supposed feminization of men entailed in the convergence of sex roles. He said that this anxiety misses the crux of the issue, which is not the de-masculinization of men, but the addition of positive feminine qualities to masculine ones.

McKee and Sherriffs (1959) found evidence that women's ideal man is everything society sees as masculine and also much that society sees as feminine. Their data also suggested that women prefer (i.e. find more attractive) men "more oriented to interpersonal relations and more expressive of human (feminine in the stereotype) feelings (p. 362)." These findings lend some weight to Brenton's (1966) idea,

gained from social scientists and clinicians, whom he quotes, that genuine sexual attraction and attractiveness is likely to increase with the disappearance of superficial (i.e. sex-role) sexual distinctions.

As Bird (1971) showed, complementarity is only one of the bases for male-female bonds which have been found in various cultures and it apparently is one of the most difficult to maintain without stress and anxiety. However, it is difficult to argue with established and familiar ways of doing things without upsetting people.

Alarmist responses to the perceived changes in sex roles of the first part of the century and the theories of behavior they called on for support can be seen as defenses of a traditional, comfortable value system ordered around an established differentiation of sex roles. Since the traditional supports of this role differentiation eroded, the new defenses provided a new basis of support for the traditional differentiation. The new basis was the new science of human behavior, which was not yet sufficiently developed and independent to disentangle its scientific conclusions from the value systems of the society in which it was implicated. In the forties and fifties, there was scientific data available which could go either way: it could justify continued equalization of the roles of males and females, or it could justify intensification of role differences. The differences have been justified in the scientific name of complementarity of the sexes, and apparently with some effectiveness. . . .

. . . Whatever new equilibrium of role differences is established, the new generation which has been socialized to new ideas of masculinity and femininity on which the society had developed substantial consensus, will find them comfortable, natural, and proper. Any departure from the new roles will be experienced

with anxiety, confusion, and probably with dire warnings about the consequences of the change. (Udry, 1971, p. 48)

It should be noted in passing that, even on this scale, where women are so positive toward each other, a mildly inhibiting effect of the Competency variable is apparent, for which the effects of Competency on women's affiliation scores appear to be mostly responsible (see Tables 27a and 27b). It is noticeable that the effects are more evident when the Sex variable is not controlled in the Competency x Warmth two-factor analysis of variance (see Table 26a), that the Competency main effects approach significance in separate analysis of women but not of men; and that the Sex x Competency interaction affects are in the expected direction, though they do not reach significance, in both the three-way and two-way (Sex x Competency) analyses of variance.

The major surprise of this study came in scale four--Same-Sex Groups--where it was found that women display more positive attitudes to all-female groups than do men to all-male groups (see Tables 24a, 25a, 25b). At first glance, this may appear inconsistent with the previously discussed findings that women prefer men as associates in work, casual social activities and important tasks. The reason for the difference becomes apparent when it is

recognized that scale four, does not offer men versus women choice alternatives as these other scales, but is a matter of positive versus negative judgements of female groups--not a matter of self-report of actual or preferred choice of relationship partners but a favorable report of all-female groups. Perhaps the "veneer of equalitarianism (p. 370)" found by McKee and Sherriffs (1957) comes into play here, so that the same woman who accurately described her preferred associates in work, play and important tasks as males would hesitate to make outright unfavorable statements about women, would perhaps even defend them. These scales provide a contrast between what the subjects say (and they know the right thing to say) and their reports of their own behavior.

What was established by these results is that women make significantly more favorable statements about women's groups than do men about male's groups. These findings directly oppose what Tiger's (1969) theory of male bonding would have predicted. Further evidence that the influence of the stereotypes more adequately accounts for the data was provided by the evidence supporting the hypothesis that Warmth would have a significantly facilitating effect on women's same-sex affiliation, with an opposite effect for men. In fact, a significant Sex x Warmth interaction effect was

found (see Figure 4) in the two-way Sex x Warmth analysis of variance. The three-way ANOVA Sex x Warmth interaction effect was also in the predicted direction and was close, but not at the level required for replication (see Figure 5). As well, high Warmth women scored significantly higher than low Warmth women on this scale in separate analysis of women (see Table 24a), while there was no Warmth main effect for men.

Since high scores on this scale constitute a favorable judgement of same-sex groups, it is clear that women have better things to say about all-female groups than men do about male groups, and that high Warmth women exceed low Warmth women in this aspect. That is, these results established that the degree to which a woman incorporates socially desirable feminine qualities into self-concept has a significant effect on her willingness to ascribe positive characteristics to female groups. The results on this scale look more like 'female bonding' than 'male bonding'--and they appear directly related to learned cultural beliefs (the stereotypes). The reputed tendency for women to make nasty remarks about other women is contradicted by these results. Women are willing to choose men in preference to women, but are not willing to make derogatory statements about women's groups. There seems the basis here for solidarity and positive behavioral support.

The results indicated that there is a likelihood that women have had positive experiences in all-female groups. Horner (1971) found clear evidence of a motive to avoid success in college women, attributable to their fear of surpassing men and becoming de-feminized by success. On the basis of this data, Horner (1971) recommended that women be given opportunities for educationally segregated experiences, on the grounds that their fear of competing with men may inhibit women's intellectual achievement in mixed groups. The findings of the present research provide some corroborating evidence for this recommendation, in that women do give a significantly more favorable report of all-female groups, suggesting that there have been good experiences for them in women's groups (contrary to the popular myth that women cannot get along with each other in groups).

But the question arises--why should this emerge in the Groups scale, rather than in Important Tasks, Working Relationships, Companionship? One reason has already been discussed, in that the Groups scale involves favorable judgements rather than a men versus women choice. Thus it must be kept in mind that women in the study did display the choices predicted in members of a masculine oriented society. But they apparently have retained positive regard for their own sex, as evidenced in the results on the

Groups scale, among others. Another probable reason for the different findings is that the Important Tasks and Working Relationships scales are more sex-typed than the Groups scale. The world of work and serious endeavour are still viewed as masculine preserves in spite of the number of women in the labor force (Bardwick, 1971; Bird, C., 1971; Bird, F. et al., 1971; Douvan & Bardwick, 1971). Groups are not really sex-typed in that there are few sex-role prescriptions attached to mixed or sexually segregated groups per se in Canadian society.

The next major unexpected result was the finding that women show appreciably more loyalty to their own sex as a group than do men. That is, women scored significantly higher on the Loyalty scale of the Affiliation Questionnaire than did men for the three-way ANOVA ($p < .005$) and this was replicated by both relevant two-factor analyses of variance (see Table 32a). The results therefore appear to represent a strong and stable trend. The Competency main effect found in the two-way Competency x Warmth ANOVA appears to be likely a result of the fact that the sex variable was not controlled in this analysis, as this effect did not appear in any of the other analyses (taking into consideration the strong main effects for sex), as can be seen on Table 32a. These findings appear congruent with the Same-Sex Groups scale results--again, the picture emerges that women will make positive

statements about their own sex, do feel a sense of obligation to stick up for other women, a need to be loyal to them. So much for the myth of female 'cattiness'!

Men, as these results demonstrated, show less loyalty to their own sex as a group (though it should be noticed that the men's scores on this scale are also fairly high, relative to some other scales, see Tables 33a and 33b). A possible reason for the differential is that men in this culture may not have been required to develop a consciousness of their own sex as an entity, a need to stick up for them. Men, as a sex, have not been attacked in any widespread fashion comparable to the devaluation of women as a group. A word which is the male counterpart to "misogynist" does not exist in the English language. If a person hates men, they are referred to as a "misanthropist," a hater of mankind, of people. That is, men are not seen as the "other" (de Beauvoir, 1953) but as a reference group representing people in general (or some specific sub-group). Thus, if a man is devalued, it is likely to be as a human being, or as a Black, an American, or some other category--rarely, as a man. The militant feminists provide a very recent exception to this. Sayers (1971) expressed this absence of special status for men as a group most wittily:

Probably no man has ever troubled to imagine how strange his life would appear to himself if it were unrelentingly assessed in terms of his maleness;

if everything he wore, said, or did had to be justified by reference to female approval; if he were compelled to regard himself, day in day out, not as a member of society, but merely (*salvâ reverentiâ*) as a virile member of society. If the centre of his dress-consciousness were the cod-piece, his education directed to making him a spirited lover and meek paterfamilias; his interests held to be natural only in so far as they were sexual. If from school and lecture-room, press and pulpit, he heard the persistent outpouring of a shrill and scolding voice, bidding him remember his biological function. If he were vexed by continual advice how to add a rough male touch to his typing, how to be learned without losing his masculine appeal, how to combine chemical research with seduction, how to play bridge without incurring the suspicion of impotence. If, instead of allowing with a smile that 'women prefer cave-men,' he felt the unrelenting pressure of a whole social structure forcing him to order all his goings in conformity with that pronouncement.

He would hear (and would he like hearing?) the female counterpart of Dr. Peck informing him : "I am no supporter of the Horseback Hall doctrine of 'gun-tail, plough-tail and stud' as the only spheres for masculine action; but we do need a more definite conception of the nature and scope of man's life." In any book on sociology he would find, after the main portion dealing with human needs and rights, a supplementary chapter devoted to "The Position of the Male in the Perfect State." His newspaper would assist him with a "Men's Corner," telling him how, by the expenditure of a good deal of money and a couple of hours a day, he could attract the girls and retain his wife's affection; and when he had succeeded in capturing a mate, his name would be taken from him, and society would present him with a special title to proclaim his achievement. People would write books called, "History of the Male," or "Males of the Bible," or "The Psychology of the Male," and he would be regaled daily with headlines, such as "Gentleman-Doctor's Discovery," "Male-Secretary Wins Calcutta Sweep," "Men-Artists at the Academy." If he gave an interview to a reporter, or performed any unusual exploit, he would find it recorded in such terms as these: "Professor Bract, although a distinguished botanist, is not in any way an unmanly

man. He has, in fact, a wife and seven children. Tall and burly, the hands with which he handles his delicate specimens are as gnarled and powerful as those of a Canadian lumberjack, and when I swilled beer with him in his laboratory, he bawled his conclusions at me in a strong, gruff voice that implemented the promise of his swaggering moustache." Or: "There is nothing in the least feminine about the home surroundings of Mr. Focus, the famous children's photographer. His 'den' is panelled in teak and decorated with rude sculptures from Easter Island; over his austere iron bedstead hangs a fine reproduction of the Rape of the Sabines." Or: "I asked M. Saprستي, the renowned chef, whether kitchen-cult was not a rather unusual occupation for a man. 'Not a bit of it!' he replied, bluffly. 'It is the genius that counts, not the sex. As they say in la belle Ecosse, a man's a man for a' that'--and his gusty, manly guffaw blew three small patty pans from the dresser." . . .

If, after a few centuries of this kind of treatment, the male was a little self-conscious, a little on the defensive, and a little bewildered about what was required of him, I should not blame him. If he traded a little upon his sex, I could forgive him. If he presented the world with a major social problem, I should scarcely be surprised. It would be more surprising if he retained any rag of sanity and self-respect. (Sayers, 1971, pp. 39-42).

Understood in this context, loyalty of women to their own sex as a group may well be the consequence of having been singled out. Willingness to defend the group is undoubtedly more necessary for a low-prestige group--in that opportunities for defense arise more frequently. Thus, group solidarity is sometimes the result of minority status (Allport, 1955).

The explanation of the findings on the Loyalty scale in the minority group context is particularly appropriate in view of the significant Sex x Competency interaction effects

which were found (see Figures 6 and 7). Again, the effects were strong ($p < .001$ in the two-factor Sex x Competency ANOVA) and replicated. The probability is that these results represent a durable trend. It should also be noted that Sex x Warmth interaction effects which approach, but do not reach significance, appear in both relevant analyses (see Table 32b). The Warmth variable is significant for women ($p < .001$) and not for men in separate analysis (see Table 32a). It is most likely, also, that the women were responsible for the Warmth main effect in the two-way Competency x Warmth ANOVA, as the sex variable was pooled for that analysis, and the Warmth effect did not appear in either the three-factor or the Sex x Warmth two-factor analysis. These findings all demonstrated that the degree to which women identify with the feminine stereotype is significantly related to their sense of loyalty to women as a group.

The evidence that women show more loyalty to their own sex than do men has dealt a severe blow to the myth of male camaraderie (as found in Tiger, 1969 and Udry, 1971, for example). It looks as though male friendship patterns (as seen on the Companionship scale results) have been the standards by which judgements are made, so that female relationship styles are seen either as different, i.e. Personal Friendship, or non-existent. That is, there has been

no recognition of the kind of trends which produced the results on the Loyalty and Same-Sex Groups scales. Women's relationships not being the ones by which standards are set (McClelland, 1965; de Beauvoir, 1953) have been seen as lacking. These results demonstrate that female bonds exist, that they are related to the socialization of women and that these relationship styles have their own unique rewards, as can be seen from the discussion of the Personal Friendship scale results.

Examining the implications of these findings, particularly the Sex x Competency interaction effects as these affect high Competency women (see Figures 6 and 7), the alienating and conflictual consequences of the feminine sex-role stereotype again become clear. The results show that to feel loyal, solid, at one with other women is to forego competence--to relinquish most of the qualities that are socially valued and rewarded in this society. And, for many college women, it is an actual relinquishment of capability (Komarovsky, 1946; Schneider, 1971). No wonder that some women have developed a motive to avoid success! Not only may achievement unsex them (Bardwick and Douvan, 1971) and alienate them from men and marriage--it also may, as these results show, alienate them from other women, from the solace that outgroup members find in solidarity. The results for competent women begin to look, as Eleanor Maccoby (1963) said,

like "something of a horror story. It would appear that even when a woman is suitably endowed intellectually and develops the right temperament and habits of thought to make use of her endowment, she must be fleet of foot indeed to scale the hurdles society has erected for her and to remain a whole and happy person while continuing to follow her intellectual bent (p. 37)."

These results make it comprehensible that so many women have chosen to relinquish some of their competence, that many have not attempted the very difficult fragmenting dual roles (Bardwick & Douvan, 1971) and that relatively few women have chosen demanding genuinely success-oriented careers. The defensive adoption of extreme femininity by some competent women becomes understandable in the light of this evidence of the alienating effects of the feminine sex-role stereotype on the highly competent woman.

For the two scales of the Affiliation Questionnaire dealing with the more symbolic aspects of same-sex affiliation--the Pride and Dissociation scales--the same deleterious effect of the feminine stereotype on same-sex affiliation in women is evident (see Figures 8, 9, and 10). The outgroup self-hatred hypothesis was supported for both of these scales (see Tables 34a, 36a). Women who did not incorporate the negative aspects of the feminine stereotype displayed significantly less pride in their own sex as a group and a significantly greater

tendency to dissociate themselves from the typical person of their own sex (Figures 8, 9, 10). It must be kept in mind that high scores on the Dissociation scale refer to the tendency to associate, low scores to the tendency to dissociate.

The results on the Pride scale focus women's conflict sharply. Given the basic position that full development of potential is desirable for every human being (Maslow, 1970) and that this is highly valued in this society, one would assume that highly competent women would have every reason to be proud individuals valuing the sources from which they spring. Yet these results make it evident that the self-esteem, the pride in own sex as an aggregate which should and does accompany high competency in men does not follow for women.

This is apparently true in spite of enormous expenditures of energy and money in efforts to glamorize the feminine role, to make typical femininity appealing to women (Friedan, 1963). The housewife role, the epitome of femininity, still has low status (refer to p. 73). There is also sufficient evidence that women want to be feminine and fear the consequences of lack of femininity (Bardwick & Douvan, 1971; Douvan & Adelson, 1966; Friedan, 1963; Horner, 1971; Komarovsky, 1946; Schneider, 1971) and that the cultural awards most available to women are primarily around

femininity (Bardwick, 1970; Millet, 1970; Reeves, 1971). Yet the terrible paradox emerged in these results that the women described as most capable are least able to take pride in their own sex. High Competency women are no more valuable than low Competency women--the concern with the former reflects her evidently greater susceptibility to the conflict between the self as experienced and her sex role as prescribed by society. The conflict engendered by self-esteem (around Competency traits) and achievement at the price of estrangement from own sex as a group is hardly facilitative to the full and healthy development of the individual. The results parallel Horner's (1971) findings, in that it is precisely those women by whom the best might be achieved that are most affected by this conflict. What a waste of human potential!

The same conclusions can be drawn from the Dissociation scale where, once again, the high competent women evidence the greatest desire to dissociate themselves from "most women" (see Figure 10). While a desire to detach oneself from the ordinary person appears to be a characteristic of competent people (see the significant Competency main effect, Table 36a), it is noticeable that this operates much more strongly in women--not only was there a significant Sex x Competency interaction effect on this scale, but also a significant main effect for Competency in analysis of women only, while the male Competency main effect did not reach

significance (see Table 36a). The greater inhibiting effect of high Competency in women thus appears most influential in producing the Competency main effect, as can be seen by inspecting the mean scores in Tables 37a and 37b, as well as by the evidence of the pattern of interaction effects (Table 36b) and main effects (Table 36a).

Considering these results, it is hardly shocking to find that on the scale which taps the extent to which an individual enjoys being seen as "feminine" or "masculine" (scale seven - Acceptance of Sex-Role Labels), women score significantly lower than men (see Table 30a). The main effects for the sex variable were very marked and replicated for all relevant analyses ($p < .001$ for Sex main effects in all ANOVAs). The evidence is that college men enjoy recognition of their masculinity while college women do not wish attention called to their femininity. What more direct evidence of the consequences of a low-prestige stereotype can be given? It is hard to imagine that Tiger's (1970) male bonding theory could account for these sex differences in response to the culturally defined sex-role labels and the (empirically) associated differential comfort in somewhat sex-typed relationships with own sex. The fact that this scale covers not only the role labels, but comfort in traditional type relationships with own sex is indicative of the range of behavior influenced by the sex-role images.

What more can be said? A significant portion of the women in the study did not want to be complimented or noticed for their femininity, did not want to be called "a real women," etc. This, in spite of the strong cultural pressures and rewards for women to exhibit femininity, as seen in the discussion of Pride scale results. Is this because the study was done on a college population? Lynn's (1959) and Brown's (1958) reviews of the research in sex-role preference suggest that this is unlikely, in that preference for the masculine role appears early and was apparent in a significant proportion of adult women in all of the adult studies reviewed. It also must be recalled that college men evidenced no such aversion to being recognized for their masculinity (see Table 30a), which demonstrates that there is no inherent conflict between sex-typing and education.

The prospect of the female members of the college populations from which future leaders in Canadian society are most likely to be drawn being torn by the kind of conflict that these results represent is not a promising one. There is a potentially paralyzing effect on women to have negative feelings about being seen as feminine (a logical consequence of a low-prestige stereotype) in a society which propagandizes femininity. No wonder that Bardwick and Douvan (1971) entitled their chapter on the socialization of

women "Ambivalence!" "Frustration is freely available to today's women: if she participates fully in some professional capacity she runs the risk of being atypical and non-feminine. If she does not achieve the traditional role she is likely to feel unfulfilled as a person, as a woman. If she undertakes both roles, she is likely to be uncertain of whether she is doing either very well. If she undertakes only the traditional role she is likely to feel frustrated as an able individual. Most difficult of all, the norms of what is acceptable, desirable, or preferable are no longer clear (Bardwick and Douvan, 1971, pp. 156-157)." These results have documented one source of that frustration--the dislike of the feminine image in normal college women. This represents a source of paralysis of will and motivation in women that is in conflict with humanistic values.

The last outcome measure to be considered is the social desirability of the description of an adult person of the same sex. This measure was different from the Affiliation Questionnaire scales in that it covered traits attributed to same-sex persons rather than specific relationships or reactions to symbolic aspects of same-sex affiliation. That is, the Sex-Role Stereotype Questionnaire taps beliefs, while the Affiliation Questionnaire generally consists of a report of behavior.

For the description of an adult person on the Sex-Role Stereotype Questionnaire, significant differences between the sexes were found on both relevant two-way analyses of variance (see Table 38a). However, the differences went in opposite directions in the two analyses (see Table 39b) and were not found in the three-way analysis which controlled all three independent variables nor in separate analysis of males and females (see Table 38a). So it appears that the apparent sex differences on this scale were artifacts produced by the pooling over the Competency and Warmth variables occurring in the two-way ANOVAs under consideration, especially since the really strong replicated effects were found for these variables ($p < .001$ in every case see Table 38a) and since the Sex variable was not completely independent of Competency and Warmth. This measure was the only one on which it was found that the social desirability of self-description (high Competency, high Warmth) had a significantly inhibiting effect on same-sex affiliation (in sense of positive beliefs) regardless of sex of respondent. The results demonstrated that people who rate themselves highly (socially desirably) tend to attribute less favorable qualities to others of the same sex. This is not difficult to understand when it is recalled that in a competitive society much of self-confidence rests upon feeling oneself to be better than

others (i.e. smarter, richer, better looking, etc.).

The fact that there were no reliable sex differences on this measure may well be due to the pooling of both masculine and feminine stereotypic qualities in the list of attributes on which the same-sex other person is described. Future research using this instrument as a measure of same-sex affiliation should explore this by studying sex differences in the social desirability of description of same, opposite and sex-unspecified persons.

The only scale on which no effects were found for any of the independent variables was the Dependency Relationships scale (see Tables 28a, 28b). One possible reason for this is that this is the only Affiliation Questionnaire scale in which the situations represented require a person combining the traditionally masculine qualities of expertise and dominance with traditionally feminine expressive traits of understanding and warmth. It is also possible that people of this age group, at a stage of establishing independence from the authority of parents, do not like to admit to dependency relationships of any kind and will consequently not give marked preference responses. It was noticeable that one of the items on this scale--item three--which concerns talking over a problem with an older person and which provides no neutral response alternative was the item most frequently omitted. In fact, there were very few other item

omissions and no pattern to those.

Finally, it comes to the broad question of the ways in which the application of minority group theory to this study of women has been useful. Has Allport's outgroup self-hatred hypothesis predicted women's behavior in this study? As previously discussed--the concept of same-sex affiliation is multi-dimensional so that it is difficult to make a single accurate statement about it. What can be said is that Allport's outgroup self-hatred hypothesis successfully predicted the differential behavior of women and men on a number of dimensions of affiliation with own sex as a group--Important Tasks, Loyalty, Pride, Dissociation. On these scales, and on Companionship, Working Relationships and Acceptance of Sex-Role Labels, women behave exactly as devalued minority groups would be expected to behave. That is they display significantly less affiliation with their own group and/or exemplify the rejection of own group in the person who takes on the characteristics of the high prestige group. It seems reasonable to conclude that the outgroup self-hatred hypothesis has displayed sufficient explanatory power to be judged a useful tool in the study of sex differences.

The results found in this study through application of minority group theory to women have far-reaching significance in demonstrating that women not only behave differently than men in same-sex affiliation but that they display

the group self-hatred of low-prestige group members on a significant number of scales. The positive, comfortable and favorable relationships and judgements of own sex (and sex-role) that would be expected for both sexes from the theory of complementary (and presumably equally valuable) sex-roles (Parsons and Bales, 1955) simply did not occur!

These findings expose the poverty and destructiveness of the concept of complementary sex-roles. To reserve whole areas of human endeavour for one group of people based on physical characteristics rather than on relevant ability must and does have destructive effects on the group which is excluded from participation in full life of society, (Bird et al., 1970). As Broverman et al. (1970) concluded in their research which demonstrated the double standard of mental health for women and men,

By way of analogy, one could argue that a black person who conformed to the "pre-civil rights" southern Negro stereotype, that is, a docile, unambitious, childlike, etc., person, was well adjusted to his environment and, therefore, a healthy and mature adult. Our recent history testifies to the bankruptcy of this concept. Alternative definitions of mental health and maturity are implied by concepts of innate drives toward self-actualization, toward mastery of the environment, and toward fulfillment of one's potential (Allport, 1955; Bühler, 1959; Erikson, 1950; Maslow, 1954; Rogers, 1951). Such innate drives, in both blacks and women, are certainly in conflict with becoming adjusted to a social environment with associated restrictive stereotypes. (Broverman et al., 1970, p. 6)

But the destructive effects of complementary sex-roles not only affect women--negative aspects of the masculine stereotype take their toll on same-sex affiliation in men, as seen in the results on the Same-Sex Groups, Loyalty and Personal Friendships scales. These findings suggest the need to extend the outgroup self-hatred hypothesis--the outgroup concept per se seems less important than the prestige factor and its reflection in the stereotypes. This makes sense in that women are not less an outgroup than a low-prestige group. As Bird et al. (1970) said, women constitute a low-prestige psychological minority group whose members live in such interdependence with other members of society particularly men, that they cannot be isolated as a collectivity in any physical or social class sense. The significant factor, in this research, proved to be the high versus low prestige aspects of the stereotypes, for both women and men.

However, one must not make the mistake of glossing over the very different effects of the stereotypes on women and men. Not only is there an opposite effect on many scales as evidenced by significant interaction effects (Important Tasks, Companionship, Same-Sex Groups, Loyalty, Pride, Dissociation), but the lack of significant effects for Competency and Warmth is extremely noticeable in the separate analysis of men only. The only scale on which there is any

significant effect is Working Relationships, where there is a significant main effect for Competency, see Table 22a.

Women seem to be more affected by the stereotypes in their relationships with their own sex, while relatively fewer differences appear between the groups of men who differ in stereotypy of self-concept. This probably relates to the greater variability in feminine sex-role identification brought about by the progressive weakening of females' feminine identification with age (Lynn, 1959).

The results of the present research suggest that women are not likely to work together to improve the status of women unless their attitudes change. If one accepts the premise that disadvantaged groups must effect their own equality, the results of this research suggest that consciousness-raising among women is an essential aspect of changing the status of women. Women have the necessary loyalty and dislike of disparagement of female groups, they show a preference for their own sex in personal friendships--but in so many of the other aspects of same-sex affiliation--Working Relationships, Companionship, Important Tasks, Pride, Acceptance of Sex-Role Labels, Dissociation--women display preferences that indicate that, though not necessarily their own worst enemies, they at least must include themselves as among the adversaries on the road to equality. As Kempton (1971) said, "Women's

liberation is finally only personal. It is hard to fight an enemy that has outposts in your head (p.55)."

Finally, and perhaps in some ways most important, this research has demonstrated that women have a capacity for loyalty and close personal friendship that gives the lie to myths that women cannot get along with each other. These are qualities which could enrich the lives of men. As Nunes and White (1972) asserted in their chapter entitled "Equal to What?" the restrictions to personal growth in this society are severe on men as well as women. And though the stereotypes have a far greater effect on women, they also constrict men's opportunities for self-actualization. Ultimately, the goal is human liberation (Greer, 1971; Steinem, 1971).

The values of individuality and self-fulfillment imply that each human being, male or female, is to be encouraged to 'do his own thing'. Men and women are no longer to be stereotyped by society's definitions. If sensitivity, emotionality, and warmth are desirable human characteristics, then they are desirable for men as well as women. . . . If independence, assertiveness, and serious intellectual commitment are desirable human characteristics, then they are desirable for women as well as men. The major prescription of this college generation is that each individual should be encouraged to discover and fulfill his own unique potential and identity, unfettered by society's presumptions (Bem and Bem, 1971, pp. 86-87).

By demonstrating the detrimental effects of constricting sex-roles, this research has shown the urgency of moving forward to eliminate these cultural disadvantages:

Canada is, therefore, committed to a principle that permits no distinction in rights and freedoms between women and men. The principle emphasizes the common status of women and men rather than a separate status for each sex. The stage has been set for a new society equally enjoyed and maintained by both sexes (Bird et al., 1970, p. xi).

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APPENDIX A

SHORT FORM OF THE SEX-ROLE QUESTIONNAIRE (82 ITEMS)

SHORT FORM OF THE SEX ROLE QUESTIONNAIRE (82 ITEMS)

The main difference between the original Questionnaire and this shorter form is that the latter is considerably shorter; it consists of 76 items taken from the original form and 6 new items (#76, 77, 78, 79, 80, 82). The 76 items were selected as indicating items on which there was high consensuality among members of six different samples. These samples were:

366 men, 17-24 years) the majority of these Ss were
151 women, 17-24 years) unmarried college students;

78 men, 25-44 years) married and unmarried Ss, the
86 women, 25-44 years) majority had education at the college level or better;

155 men, 45-54 years) most of these Ss were married
146 women, 45-54 years) parents of college students; their education ranged from 7 grades completed to the doctoral level, with the median at about 12 1/2 grades completed.

All these Ss had filled out the original form of the questionnaire under standard instructions. The 76 items in the new form are those items on which the agreement among Ss that a pole reflects masculine rather than feminine behavior or vice versa differed from chance at the .02 level of confidence (see scoring procedures) in at least 4 of the six groups.

The poles of some items were reflected so that the socially desirable poles were more equally distributed at either side of the scale.

We would like to know something about what you think you are like. For example, how would you describe you liking or disliking of the color red. On each scale, please put a slash (/) according to what you think you are like.

For example:

Strong dislike for the color red	1.....2.....3.....4.....5.....6.....7	Strong liking for the color red
-------------------------------------	---------------------------------------	------------------------------------

On the following pages are a number of scales like the one above. Please place a slash (/) according to what you think you are like. You may put your slash anywhere on the line, not just at the numbers. PLEASE BE SURE TO MARK EVERY ITEM. Start with the example below.

Very interested in athletics	1.....2.....3.....4.....5.....6.....7	Not at all interested in athletics
---------------------------------	---------------------------------------	---------------------------------------

1.	Not at all aggressive	1.....2.....3.....4.....5.....6.....7	Very aggressive
2.	Very irrational	1.....2.....3.....4.....5.....6.....7	Very rational
3.	Very practical	1.....2.....3.....4.....5.....6.....7	Very impractical
4.	Not at all independent	1.....2.....3.....4.....5.....6.....7	Very independent
5.	Not at all consistent	1.....2.....3.....4.....5.....6.....7	Very consistent
6.	Very emotional	1.....2.....3.....4.....5.....6.....7	Not at all emotional
7.	Very realistic	1.....2.....3.....4.....5.....6.....7	Not at all realistic
8.	Not at all idealistic	1.....2.....3.....4.....5.....6.....7	Very idealistic
9.	Does not hide emotions at all	1.....2.....3.....4.....5.....6.....7	Almost always hides emotions
10.	Very subjective	1.....2.....3.....4.....5.....6.....7	Very objective
11.	Mainly interested in details	1.....2.....3.....4.....5.....6.....7	Mainly interested in generalities
12.	Always thinks before acting	1.....2.....3.....4.....5.....6.....7	Never thinks before acting
13.	Not at all easily influenced	1.....2.....3.....4.....5.....6.....7	Very easily influenced

14.	Not at all talkative	1.....2.....3.....4.....5.....6.....7	Very talkative
15.	Very grateful	1.....2.....3.....4.....5.....6.....7	Very ungrateful
16.	Doesn't mind at all when things are not clear	1.....2.....3.....4.....5.....6.....7	Minds very much when things are not clear
17.	Very dominant	1.....2.....3.....4.....5.....6.....7	Very submissive
18.	Dislikes math and science very much	1.....2.....3.....4.....5.....6.....7	Likes math and science very much
19.	Not at all reckless	1.....2.....3.....4.....5.....6.....7	Very reckless
20.	Not at all excitable in a major crisis	1.....2.....3.....4.....5.....6.....7	Very excitable in a major crisis
21.	Not at all excitable in a minor crisis	1.....2.....3.....4.....5.....6.....7	Very excitable in a minor crisis
22.	Not at all strict	1.....2.....3.....4.....5.....6.....7	Very strict
23.	Very weak personality	1.....2.....3.....4.....5.....6.....7	Very strong personality
24.	Very active	1.....2.....3.....4.....5.....6.....7	Very passive
25.	Not at all able to devote self completely to others	1.....2.....3.....4.....5.....6.....7	Able to devote self completely to others
26.	Very blunt	1.....2.....3.....4.....5.....6.....7	Very tactful

27.	Very gentle	1.....2.....3.....4.....5.....6.....7	Very rough
28.	Very helpful to others	1.....2.....3.....4.....5.....6.....7	Not at all helpful to others
29.	Not at all competitive	1.....2.....3.....4.....5.....6.....7	Very competitive
30.	Very logical	1.....2.....3.....4.....5.....6.....7	Very illogical
31.	Not at all competent	1.....2.....3.....4.....5.....6.....7	Very competent
32.	Very worldly	1.....2.....3.....4.....5.....6.....7	Very home oriented
33.	Not at all skilled in business	1.....2.....3.....4.....5.....6.....7	Very skilled in business
34.	Very direct	1.....2.....3.....4.....5.....6.....7	Very sneaky
35.	Knows the way of the world	1.....2.....3.....4.....5.....6.....7	Does not know the way of the world
36.	Not at all kind	1.....2.....3.....4.....5.....6.....7	Very kind
37.	Not at all willing to accept change	1.....2.....3.....4.....5.....6.....7	Very willing to accept change
38.	Feelings not easily hurt	1.....2.....3.....4.....5.....6.....7	Feelings easily hurt
39.	Not at all adventurous	1.....2.....3.....4.....5.....6.....7	Very adventurous

40.	Very aware of the feelings of others	1.....2.....3.....4.....5.....6.....7	Not at all aware of the feelings of others
41.	Not at all religious	1.....2.....3.....4.....5.....6.....7	Very religious
42.	Not at all intelligent	1.....2.....3.....4.....5.....6.....7	Very intelligent
43.	Not at all interested in own appearance	1.....2.....3.....4.....5.....6.....7	Very interested in own appearance
44.	Can make decisions easily	1.....2.....3.....4.....5.....6.....7	Had difficulty making decisions
45.	Gives up very easily	1.....2.....3.....4.....5.....6.....7	Never gives up easily
46.	Very shy	1.....2.....3.....4.....5.....6.....7	Very outgoing
47.	Always does things without being told	1.....2.....3.....4.....5.....6.....7	Never does things without being told
48.	Never cries	1.....2.....3.....4.....5.....6.....7	Cries very easily
49.	Almost never acts as a leader	1.....2.....3.....4.....5.....6.....7	Almost always acts as a leader
50.	Never worried	1.....2.....3.....4.....5.....6.....7	Always worried
51.	Very neat in habits	1.....2.....3.....4.....5.....6.....7	Very sloppy in habits
52.	Very quiet	1.....2.....3.....4.....5.....6.....7	Very loud

53.	Not at all intellectual	1.....2.....3.....4.....5.....6.....7	Very intellectual
54.	Very careful	1.....2.....3.....4.....5.....6.....7	Very careless
55.	Not at all self-confident	1.....2.....3.....4.....5.....6.....7	Very self-confident
56.	Feels very superior	1.....2.....3.....4.....5.....6.....7	Feels very inferior
57.	Always sees self as running the show	1.....2.....3.....4.....5.....6.....7	Never sees self as running the show
58.	Not at all uncomfortable about being aggressive	1.....2.....3.....4.....5.....6.....7	Very uncomfortable about being aggressive
59.	Very good sense of humor	1.....2.....3.....4.....5.....6.....7	Very poor sense of humor
60.	Not at all understanding of others	1.....2.....3.....4.....5.....6.....7	Very understanding of others
61.	Very warm in relations with others	1.....2.....3.....4.....5.....6.....7	Very cold in relations with others
62.	Doesn't care about being in a group	1.....2.....3.....4.....5.....6.....7	Greatly prefers being in a group
63.	Very little need for security	1.....2.....3.....4.....5.....6.....7	Very strong need for security
64.	Not at all ambitious	1.....2.....3.....4.....5.....6.....7	Very ambitious

65.	Very rarely takes extreme positions	1.....2.....3.....4.....5.....6.....7	Very frequently takes extreme positions
66.	Able to separate feelings from ideas	1.....2.....3.....4.....5.....6.....7	Unable to separate feelings from idea
67.	Not at all dependent	1.....2.....3.....4.....5.....6.....7	Very dependent
68.	Does not enjoy art and literature at all	1.....2.....3.....4.....5.....6.....7	Enjoys art and literature very much
69.	Seeks out new experience	1.....2.....3.....4.....5.....6.....7	Avoids new experience
70.	Not at all restless	1.....2.....3.....4.....5.....6.....7	Very restless
71.	Very uncomfortable when people express emotions	1.....2.....3.....4.....5.....6.....7	Not at all uncomfortable when people express emotions
72.	Easily expresses tender feelings	1.....2.....3.....4.....5.....6.....7	Does not express tender feelings easily
73.	Very conceited about appearance	1.....2.....3.....4.....5.....6.....7	Never conceited about appearance
74.	Retiring	1.....2.....3.....4.....5.....6.....7	Forward
75.	Thinks men are superior to women	1.....2.....3.....4.....5.....6.....7	Does not think men are superior to women
76.	Very sociable	1.....2.....3.....4.....5.....6.....7	Not at all sociable

77. Very affectionate
 78. Very conventional
 79. Very masculine
 80. Very feminine
 81. Very assertive
 82. Very impulsive

1.....2.....3.....4.....5.....6.....7
 1.....2.....3.....4.....5.....6.....7
 1.....2.....3.....4.....5.....6.....7
 1.....2.....3.....4.....5.....6.....7
 1.....2.....3.....4.....5.....6.....7
 1.....2.....3.....4.....5.....6.....7

Not at all affectionate
 Not at all conventional
 Not at all masculine
 Not at all feminine
 Not at all assertive
 Not at all impulsive

APPENDIX B

SEX-ROLE STEREOTYPE QUESTIONNAIRE - ITEM CLASSIFICATION

SEX-ROLE STEREOTYPE QUESTIONNAIRE - ITEM CLASSIFICATION

Rosenkrantz, P. S., Vogel, S. R., Bee, H., Broverman, I. K., and Broverman, D. M. Sex-role stereotypes and self-concepts in college students. J. Consult. and Clinic. Psychol., 1968, 32, 287-295.

Clarkson, F. E., Vogel, S. R., Broverman, I. K., and Broverman, D. M., and Rosenkrantz, P. S. Family size and sex-role stereotypes. Science, 1970, 167, 390-392.

Broverman, I. K., Broverman, D. M., Clarkson, F. E., Rosenkrantz, P. S., & Vogel, S. R. Sex-role stereotypes and clinical judgments of mental health. Journal of Consulting and Clinical Psychology, 1970, 34, 1-7.

Classification of Items

Column A. The 70 pole of each item is classified as masculine (M) or feminine (F). These classifications are based on the judgments of 176 women and 198 men ranging in age from 17-59. If the 70 pole of an item is classified as M, the 10 pole is classified as F, and vice versa.

M indicates that the 70 pole is more often ascribed to men than to women.

F indicates that the 70 pole is more often ascribed to women than to men.

Column B. Classification of items in terms of Social Desirability (SD). This classification is based on the average judgments of 40 college men and 41 college women.

X indicates that the 70 pole is designated as more socially desirable for an adult, sex-unspecified, than the 10 pole.*

A blank indicates that the 10 pole is seen as more socially desirable than the 70 pole.

* A ? indicates that it is unclear which pole is more socially desirable.

- Column C. S indicates items designated as stereotypic in 2 samples of unmarried college students aged 17-25 years (80 women and 74 men). An item is classified as stereotypic if the consensus that the 70 pole is more indicative of men than women, or vice versa, exceeded the .001 level of probability in each sex.
- Column D. S indicates items classified as stereotypic in two samples of married adults ranging in age from 40-59 years of age (96 women and 102 men). Items are classified as stereotypic if the consensus exceeded the .001 level of probability in both the sample of men and the sample of women.

SEX-ROLE STEREOTYPE QUESTIONNAIRE

Classification of Items

Item No.	A	B	C	D
	Sex of 70 Pole	70 Pole is SD	Stereo in Students	Stereo in Adults
1	M	X	S	S
2	M	X		S
3	F			
4	M	X	S	S
5	M	X	S	S
6	M		S	S
7	F		S	S
8	F	X		
9	M		S	S
10	M	X	S	S
11	M	X		
12	F		S	S
13	F		S	S
14	F	X	S	S
15	M			
16	M	X		
17	F		S	S
18	M	X	S	S
19	M		S	
20	F		S	S
21	F		S	S
22	M	X		
23	M	X		
24	F		S	
25	F	X	S	S
26	F	X	S	S
27	M		S	S
28	M		S	S
29	M	X	S	S
30	F		S	S
31	M	X		
32	F		S	S
33	M	X	S	S
34	F		S	
35	F		S	S

Classification of Items (cont'd)

Item No.	A	B	C	D
	Sex of 70 Pole	70 Pole is SD	Stereo in Students	Stereo in Adults
41	F	X	S	S
42	M	X		
43	F	X	S	S
44	F		S	S
45	M	X	S	S
46	M	X		
47	F			
48	F		S	S
49	M	X	S	S
50	F		S	S
51	M		S	
52	M		S	
53	M	X		
54	M			
55	M	X	S	S
56	F		S	S
57	F	X		
58	F		S	S
59	F			
60	F	X		
61	M			
62	F			
63	F		S	S
64	M	X	S	S
65	M	X		
66	F		S	S
67	F		S	S
68	F	X	S	
69	F		S	S
70	M	X	S	
71	F	X		
72	M		S	S
73	M	X	S	
74	M	X	S	
75	F	?	S	S

Classification of Items (cont'd)

Item No.	A	B	C	D
	Sex of 70 Pole	70 Pole is SD	Stereo in Students	Stereo in Adults
76	M			
77	M			
78	M	X		
79	F	?		
80	M	?		
81	F		S	S
82	F	X		

APPENDIX C

SCORING PROCEDURES FOR THE SEX-ROLE STEREOTYPE

QUESTIONNAIRE - FROM ROSENKRANTZ ET AL.

Scoring Procedures for the Sex-Role Stereotype
Questionnaire - from Rosenkrantz et al.

										Scores		
										M	F	S
Item A												
					M	S		F				
1	...	2	...	3	...	4	/./	5	/./	6	...	7
										42	53	46
Item B												
			F			M	S					
1	...	2	/./	3	...	4	/./	5	...	6	...	7
										45	22	46

Establishing stereotypic items:

For each item count the number of Ss scoring $M > F$ and the number of Ss scoring $M < F$. In the above sample item B is counted under $M > F$. Item A is counted for $M < F$.

Then use the larger of the two counts in the following formula:

$$z = \frac{(X \pm .5) - MP}{\sqrt{NPQ}} \quad \text{(Siegel, S. Nonparametric Statistics, McGraw-Hill, N. Y., 1956, p. 41)}$$

X = number of Ss scoring $M > F$ for a given item; (or $M < F$)

N = total number Ss answering that item;

$P = Q = .5$

Use $X + .5$ if $X < NP$, use $X - .5$ if $X > NP$

We have used $z \geq 3.30$ ($p \leq .001$, 2 tail) as defining an item as stereotypic within a sample of Ss. However, when comparing two or more samples, such as men and women, or different age groups, only those items which independently meet the criterion for stereotype in each of the samples are used in the following computations.

Computing stereotype scores for each S adapted*from Rosenkrantz et al. for the present study.

1. Reflect for each S the M, F, S scores of those items on which the more socially desirable pole is the 10 pole, so that a high score always means more socially desirable. (Reflected score = $80.0 - \text{original score}$).

2. Compute sigma scores for each S, for each of his 164 responses (82 items with M or F and S responses respectively). Sigma score = $(X - \bar{X}) / \sigma$ where \bar{X} , σ are based on that Ss 164 responses.

3. Separately, sum and average for each S, the sigma scores of the M or F, and S responses to the stereotypic items, on which the male pole is more socially desirable. This produces two scores for each S, a M score or a F score and a S score on the male-valued stereotypic items. This the Competency score. See Table 2 for the list of male-valued items.

Separately, sum and average, for each S, the sigma scores of the M or F, and S responses to the stereotypic items on which the female pole is more socially desirable. Again two scores per subject are produced. This is the Warmth score. See Table 3 for the list of female-valued items.

4. Sum and average for each S, the sigma scores for their responses to the 82 items under "adult male"/"adult female" instructions. This produces one score per subject -- the social desirability score for an adult person of the same sex.

*In this study the M score is tabulated from the scores marked for each item under the "adult male" instructions. Similarly, the F score refers to the scores marked under "adult female" instructions, while the S refers to the self description.

APPENDIX D

SEX-ROLE STEREOTYPE QUESTIONNAIRE - INSTRUCTION PAGES

We would like to know something about what people expect other people to be like. Imagine that you are going to meet someone for the first time, and the only thing that you know in advance is that she is an adult female*. What sort of things would you expect? For example, what would you expect about her liking or disliking of the color red? On each scale, please put a slash (/) according to what you think an adult female* is like.

For example:

Strong dislike for the color red	Strong liking for the color red
1.....2.....3.....4.....5.....6.....7	

On the following pages are a number of scales like the one above. Please place a slash according to what you expect an adult female* to be like. You may put your slash anywhere on the scale, not just at the numbers. PLEASE BE SURE TO MARK EVERY ITEM. Start with the example below.

Very interested in athletics	Not at all interested in athletics
1.....2.....3.....4.....5.....6.....7	

*The men's form reads "adult male."

Now we would like you to go through these same scales for a second time, placing a slash (/) on each scale according to what you are like. You may put your slash anywhere on the scale, not just at the numbers. PLEASE BE SURE TO MARK EVERY ITEM.

We would like to know something about what you think you are like. For example, how would you describe you liking or disliking of the color red. On each scale, please put a slash (/) according to what you think you are like.

For example:

Strong dislike
for the color
red

Strong liking
for the color
red

1.....2.....3.....4.....5.....6.....7

On the following pages are a number of scales like the one above. Please place a slash (/) according to what you think you are like. You may put your slash anywhere on the line, not just at the numbers. PLEASE BE SURE TO MARK EVERY ITEM. Start with the example below.

Very interested
in athletics

Not at all
interested in
athletics

1.....2.....3.....4.....5.....6.....7

Now we would like you to go through these same scales for a second time. We would like to know something about what people expect other people to be like. Imagine that you are going to meet someone for the first time, and the only thing that you know in advance is that she is an adult female*. What sort of things would you expect? On each scale, please put a slash (/) according to what you think an adult female* is like. PLEASE BE SURE TO MARK EVERY ITEM.

*The men's form reads "adult male."

APPENDIX E
AFFILIATION QUESTIONNAIRE -
PRE-TESTING INSTRUMENT

INSTRUCTIONS

A lot of studies have been done on the dating, marriage, and mating games. Much less is known about which sex people prefer to associate with when they're not looking for a prospective dating or mating partner. Of course, it's impossible to eliminate the factor of attraction between the sexes, but we would like to try to focus on the other factors that make people prefer men or women as friends, co-workers, etc. To help us find out, we want you to fill out the following questionnaire. It is important for you to be candid and thoughtful in your replies.

This is not a study of your personality and it has nothing to do with sexual preferences, heterosexuality or homosexuality. Rather, it is an attempt to find out under which circumstances people, in general, prefer to be with women or men, or whether they're neutral about this.

As you go through, if you find questions that are confusing or poorly worded, please circle the number in the question booklet.

This material will be anonymous and completely confidential. Do not write down your name or student number. In turn, we ask you not to discuss this with anyone, to protect our follow-up study.

Now, take the computer card marked 1 and go through the questionnaire booklet, giving one response to each item by blackening the space in front of the corresponding number on the computer card.

Your age _____

Sex: M F

(Women's Form)

PART I - Use computer card marked 1. (Blue)

Item 1. How would you describe your social relationships with persons of your own sex (excluding relatives)?

1. Very comfortable
2. Moderately comfortable
3. Neutral
4. Moderately uncomfortable
5. Very uncomfortable

Item 2. Think of your five best friends. Are they --

1. Mostly women
2. Both women and men
3. Mostly men

Item 3. When you meet new people at a party, how do you generally find other women?

1. Very dull and boring
2. Rather uninteresting
3. Sometimes interesting, sometimes not
4. Moderately interesting
5. Very interesting

Item 4. At a party, whom are you most likely to prefer as new acquaintances (assuming that you already have an escort)?

1. Usually prefer to meet women
2. Sometimes prefer to meet women
3. Prefer to meet both women and men
4. Sometimes prefer to meet men
5. Usually prefer to meet men

Item 5. Think of an older person (excluding parents) that you would go to if you needed advice or wanted to talk to someone about a problem. Is the person you think of--

1. A man
2. A woman

Items 6 - 22. Use the question booklet and not the computer card to answer Items 6-22.

Now we would like to know what you do when you are with your friends. Below are some things which people sometimes do. Tell us what you do when you are with friends who are men by checking a space for each item in the

Men's column. And then tell us about your friends who are women by checking a space for each item in the Women's column. Be sure to answer both Men's and Women's columns. Work fairly rapidly.

	With Women			With Men		
	1 never	2 some- times	3 often	1 never	2 some- times	3 often
6. go for coffee						
7. go to movies						
8. talk about men						
9. play sports						
10. talk about our families						
11. listen to radio or records						
12. spend time goofing around						
13. talk about women						
14. watch television						
15. go car riding						
16. work						
17. talk about personal problems						
18. study						
19. talk about politics or serious things						
20. going to club, church, and other group meetings						

	With Women			With Men		
	1 never	2 some- times	3 often	1 Never	2 some- times	3 often
21. going on hikes, bike rides						
22. play bridge or other games						

Now use the computer card again, starting at Item 23 on the card.

Item 23. How do you find women as co-workers on a job, a group project, etc.?

1. Very productive and easy to work with
2. Moderately good to work with
3. Rather poor co-workers
4. Very unproductive and poor to work with
5. Avoid working with other women

Item 24. Think of situations in which you have had a person of your own sex in authority over you (for example, as a supervisor, a teacher, leader in a club). How have you found people of your own sex in these situations?

1. Very pleasant to work for.
2. Moderately pleasant to work for
3. Moderately unpleasant to work for
4. Very unpleasant to work for
5. Avoid working with people of my own sex

Item 25. Comparing women and men when they are in authority, how do you find them?

1. Much prefer to work for a man
2. Usually prefer to work for a man
3. Find them about the same to work for
4. Usually prefer to work for a woman
5. Much prefer working for a woman

Item 26. When you are in charge of a task, (as a supervisor, a teacher, a club leader, etc.) how do you find women to work with?

1. Very poor to work with
2. Somewhat worse than men
3. Women and men about the same to work with
4. Somewhat better than men
5. Very good to work with

Item 27. Have you ever felt that you had to pretend to be different than you really are to fit in with people of your own sex?

1. Never
2. Rarely
3. Occasionally
4. Frequently

Items 28-50. Following are a series of statements. Indicate your opinion about each statement by making one appropriate space on the computer card. Make only one response for each statement. Work rapidly.

	1 Strongly Agree	2 Agree	3 Neutral	4 Dis- agree	5 Strongly Disagree
28. As far as I'm concerned it's natural for women to trust men more than other women.					
29. There are times when its good to be with other women--they understand.					
30. I dislike working with women.					
31. I feel an obligation to stick up for members of my own sex.					
32. I dislike hearing negative remarks about women.					
33. I am proud to be a woman.					
34. I disapprove of groups (such as lodges, service clubs) where men and women meet separately.					

	1 Strongly Agree	2 Agree	3 Neutral	4 Dis- agree	5 Strongly Disagree
35. I can talk more easily with women than with men.					
36. I consider myself quite different from most women.					
37. I'd rather be considered just as a person than as a women.					
38. A lot of women who complain about being treated badly by men deserve it.					
39. I find men easier to figure out than women.					
40. I like the word "womanhood"					
41. I feel loyal to other women.					
42. I feel that the fact that I am a women has nothing to do with the kind of person I am.					
43. I enjoy parties where the men and women talk in separate groups.					
44. I dislike the word "femininity."					
45. Unfortunately, most women deserve the negative remarks that are made about them.					
46. In arguments with people in authority, I'd rather have a man on my side.					
	1 Strongly Agree	2 Agree	3 Neutral	4 Dis- agree	5 Strongly Disagree

	1 Strongly Agree	2 Agree	3 Neutral	4 Dis- agree	5 Strongly Disagree
47. I would enjoy working under the supervision of a well-qualified woman.					
48. Women are their own worst enemies, when it comes to their image in society.					
49. Men are more of a mystery to me than women.					
50. Women are better friends.					

PART II - Now take the computer card marked 2. Be sure to use the computer card marked 2. (Yellow)

Items 51-60. Following are hypothetical stories that involve possible reactions to a person or situation. There is no right or wrong answer; please pick only one answer.

Item 51. You work in a large office and the staff have decided to form a social club. Some people want to meet as a mixed group, others want the men and women to meet separately. How would you feel?

1. Definitely prefer a mixed group
2. Slightly prefer a mixed group
3. Doesn't make any difference to me
4. Slightly prefer a group of women
5. Definitely prefer a group of women

Item 52. You have joined a sensitivity group where you know that personal feelings will be exchanged. You are assigned to a group consisting entirely of members of your own sex. How do you feel now?

1. Uncomfortable, sorry the group isn't a mixed one
2. Same as if I'd been in a mixed group
3. Comfortable, glad the group isn't a mixed one

- Item 53. You are taking a history course where the class is divided into seminar groups for discussion. You are assigned to a group consisting of women only. How do you feel now?
1. Glad
 2. Neutral
 3. Disappointed
- Item 54. At parties at the A's house, the men usually end up on one side of the room talking to each other, and the women gather on the other side of the room talking amongst themselves. As a guest, how do you feel about this way of spending an evening?
1. Very unfavourable
 2. Unfavourable
 3. Neutral
 4. Favourable
 5. Very favourable
- Item 55. You decide to go for professional help about a personal problem. When you go to make your appointment, you notice that there are both men and women counselors. When the receptionist asks you if you'd like to see any particular counselor, you reply:
1. I'd prefer to see a woman
 2. It doesn't make any difference to me
 3. I'd prefer to see a man
- Item 56. Mrs. S. is a housewife who has just moved into a new neighborhood. She is told that the neighborhood women often meet for coffee and is invited to join them. If you were Mrs. S., what would you be most likely to do?
1. Decline the invitation
 2. Go once or twice to be polite, then find some excuse to stop going
 3. Meet the women and then decide whether you want to keep going
 4. Join them once in awhile, whenever you have enough time
 5. Join them regularly

Item 57. After a conversation during which she has intelligently discussed politics, Miss R. is told admiringly, "You're not like most women, you think like a man." If you were Miss R. how would you feel now?

1. Angry and insulted
2. Uncomfortable
3. The same as before
4. Pleased but slightly uneasy
5. Pleased and complimented

Item 58. Imagine that you are taking a social science course where the class is divided into seminar groups for discussion. You are assigned to a group consisting of women only. How do you anticipate that the group will turn out to be?

1. Much less interesting than a mixed group
2. Less interesting than a mixed group
3. About as interesting as a mixed group
4. More interesting than a mixed group
5. Much more interesting than a mixed group

Item 59. Imagine that you are driving down a lonely road late at night and come upon a serious accident. The people are severely injured and, as it is unlikely that anyone else will come along, you must act at once. Who would you wish to have as your companion in this emergency?

1. Strongly prefer a woman
2. Somewhat prefer a woman
3. Either a woman or a man
4. Somewhat prefer a man
5. Strongly prefer a man

Item 60. At a party, you become involved in a casual conversation with an older married person about the everyday aspects of life. In general, would you prefer that the other person in this situation be:

1. A woman
2. Makes no difference
3. A man

Items 61-72. Now imagine that you have the interest, opportunity and ability to belong to the following groups. Imagine, too, that you are not looking for prospective dating or mating partners. Assuming that you could choose between people equal in all other respects, would you prefer a group made up of all women, mostly women, women and men

equally, mostly men, all men? Check one space for each item, on the question booklet and then on the computer card. Note the choices carefully and be sure to put the right number on the computer card.

<u>Note choices carefully</u>	1 All Women	2 Mostly Women	3 Women & Men Equally	4 Mostly Men	5 All Men
61. For a group of friends talking about personal experiences and feelings, I would prefer a group made up of --					
62. For an important class project, I would prefer a group made up of --					
63. For co-workers in a job, I would prefer --					
64. For a group that is "brainst ming" or dreaming up ideas					
65. For a group to accomplish a practical task before a deadline					
66. For a serious political discussion					
<u>Note choice carefully</u>	1 All Men	2 Mostly Men	3 Men & Women Equally	4 Mostly Women	5 All Women
67. For a group of friends in a heavy political discussion					
68. For a group of friends making light conversation about the "trivialities" of daily life					
69. For a competitive sports group where the people are all equally capable					
70. For a seminar on the art of child rearing					
71. For a discussion of men's and women's rights					
72. For a sensitivity training group (T-group)					

Item 73. Imagine that for some reason you find it socially necessary to belong to a women's club which does community service work. How would you expect your experiences with this club to be?

1. Very unpleasant
2. Unpleasant
3. Neutral
4. Pleasant
5. Very pleasant

Item 74. Imagine that for some reason you find it socially necessary to belong to a women's club which does community service work. Would you expect the services provided by such a club to be:

1. Very useful
2. Useful
3. Neutral
4. Useless
5. Very useless

Item 75. Most all-female groups can best be described as:

1. Very boring
2. Boring
3. Neutral
4. Interesting
5. Very interesting

Item 76. Most all-female groups can best be described as:

1. Very worthwhile
2. Worthwhile
3. Neutral
4. Worthless
5. Very worthless

Item 77. When a group of women get together, the things they talk about are usually:

1. Important
2. Neutral
3. Trivial

Item 78. Groups of women often gossip about members that are absent:

1. Strongly agree
2. Agree
3. Don't know
4. Disagree
5. Strongly disagree

Item 79. The competitiveness of all-female groups is:

1. Very constructive
2. Constructive
3. Neutral or non-existent
4. Destructive
5. Very destructive

Item 80. Cooperativeness in all-female groups is:

1. Very low
2. Low
3. Neutral
4. High
5. Very high

Item 81. In the arguments about women's and men's rights, equality, etc., women complain about men and men complain about women. Generally when you read about or hear such arguments, do you tend to feel

1. Most on the side of women
2. See both sides, but more sympathetic to women
3. That both sides have a lot to say for them.
4. See both sides, but more sympathetic to men
5. Most on the side of men

Item 82. When you hear women talk about problems between the sexes, or their complaints about men, what do you usually tend to think?

1. Men are mostly responsible for the problems
2. Men are more responsible for the problems
3. Men and women are equally responsible
4. Women are more responsible for the problems
5. Women are most responsible for the problems

Item 83. Before the wedding of a casual friend, if you were invited to a bridal shower for the bride, how might you usually react?

1. Would avoid going
2. Indifferent
3. Happy to go

Item 84. If you belonged to an all-female group and someone said it was a "typical women's group," how would you feel?

1. Complimented
2. Neutral
3. Insulted

Item 85. Can you imagine yourself being interested in joining a typical women's group?

1. Yes
2. Maybe
3. Not really
4. No

Item 86. At a party, if you become involved in a casual conversation with an older married woman about the ordinary details of daily life. In general, do you find this situation

1. Very unpleasant
2. Rather unpleasant
3. Neutral
4. Rather pleasant
5. Very pleasant

Item 87. If someone told you that you were "just like most women," how would you feel?

1. Very pleased
2. Quite pleased
3. Rather indifferent
4. Quite displeased
5. Very displeased

Item 88. When you hear someone make a particularly complimentary remark about women, what might usually be your first reaction?

1. Feel that such remarks also reflect on me as a woman
2. Feel no different than as if I hear a similar remark about men
3. Feel that it has nothing to do with me

Item 89. When you hear someone make a particularly uncomplimentary remark about women, what might usually be your first reaction?

1. Feel that it has nothing to do with me
2. Feel no different than I would hearing a similar remark about men
3. Feel that such remarks also reflect on me as a woman

- Item 90. When you hear someone make a particularly uncomplimentary remark about women, what do you usually think?
1. That most women are not like that
 2. That some women are not like that
 3. That you and your friends are not like most women
- Item 91. If you were taking a course and you had a choice of instructors would you, in general,
1. Strongly prefer a man
 2. Prefer a man
 3. Makes no difference
 4. Prefer a woman
 5. Strongly prefer a woman
- Item 92. If someone told you that you were a "typical woman," how might you usually feel?
1. That it is untrue
 2. That it is rather untrue
 3. Indifferent about it
 4. That it is partially true
 5. That it is true
- Item 93. If you did something and the person with you said, "that's just like a woman," what might be your most usual reaction?
1. Very happy
 2. Quite happy
 3. Rather indifferent
 4. Quite unhappy
 5. Very unhappy
- Item 94. In general, I seldom have social relationships with women, if I can help it.
1. Strongly agree
 2. Agree
 3. Neutral
 4. Disagree
 5. Strongly disagree
- Item 95. In general, a group of women will stick together more than a group of men.
1. Strongly disagree
 2. Disagree
 3. Neutral
 4. Agree
 5. Strongly agree

Item 96. If someone referred to you as being a "real woman," how would you usually feel?

1. Very proud
2. Proud
3. Indifferent
4. Ashamed
5. Very ashamed

Item 97. Imagine someone complimenting you on your femininity. How might that usually make you feel?

1. Very displeased
2. Quite displeased
3. Rather neutral
4. Quite pleased
5. Very pleased

Item 98. Imagine that you are forming a small discussion group where everyone can be personally selected by you. Would you be like to choose

1. All men
2. Mostly men
3. Men and women equally
4. Mostly women
5. All women

Item 99. Thinking about it now, what is your most usual feeling about being a member of the female sex?

1. Very proud
2. Proud
3. Indifferent
4. Ashamed
5. Very ashamed

Item 100. Thinking about it now, what is your most usual feeling about the female sex, as a whole?

1. Very bad
2. Bad
3. Indifferent
4. Good
5. Very good

Affiliation Questionnaire - Pre-testing Instrument (Men's Form)

This is identical to the Women's Form, except that gender is reversed, see Appendix G. For example, Items 40 and 44 read:

I like the word "manhood."
I dislike the word "masculinity."

There are three items which differ. Item 56 is given in full in Table 5 under the item number 35. Item 83 is given in Table 14 as item 52. The stem for Item 57 on the Men's Form reads:

After a conversation during which he has insightfully discussed raising children, Mr. C is told admiringly, "You're not like most men, you're as sensitive as a woman. If you were Mr. C., how would you feel now?"

The response alternatives are the same as those given in the Women's Form.

APPENDIX F
RESULTS OF PRINCIPAL COMPONENTS ANALYSIS

APPENDIX F
RESULTS OF PRINCIPAL COMPONENTS ANALYSIS

FACTORS																																			
Variable	1 ¹¹ (IX)	2 (I)	3 (II)	4 (IV)	5 (III)	6	7 (X)	8	9	10 (VII)	11 (VIII)	12	13	14	15	16	17	18	19 (VI)	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34 (V)	
1,1 ¹²	.07	.14	-.11	.18	.05	-.03	.01	-.04	-.01	-.33	-.17	.01	-.02	.36	-.02	-.06	.02	-.48	-.16	.07	-.04	-.22	-.05	.14	.04	-.05	.22	.11	-.02	-.14	-.05	-.02	-.07	-.15	
2(2)	-.05	.01	-.51	-.06	.08	-.16	-.04	.13	-.28	-.10	-.14	.34	-.21	-.06	.05	-.03	.12	-.01	.08	.17	.08	-.07	.08	-.02	-.04	.01	.06	.08	.08	.10	-.15	-.02	.09	.21	
3	.03	-.08	.02	.19	.24	-.12	-.11	-.11	-.07	.06	-.20	-.10	-.05	-.29	-.06	.05	-.01	-.14	-.11	-.12	.38	-.00	-.04	.30	.11	.16	-.09	.11	-.24	-.01	.15	.22	-.06	.05	
4	.03	.00	.01	.03	.20	.14	-.08	.46	-.25	.20	-.09	-.12	-.07	.01	-.15	.19	-.05	.01	.10	-.06	.06	-.15	.00	-.10	.00	-.14	.23	-.21	.15	.16	-.10	-.10	-.09	.15	
5(3)	-.12	-.46	-.23	.15	-.01	-.07	-.14	-.05	-.01	-.20	.03	.24	-.04	.10	-.01	.04	-.02	-.01	.36	.09	.16	.13	.02	.08	.01	-.06	-.11	.19	-.24	-.03	.16	.05	.00	-.01	
6(4)	.08	-.00	-.49	-.00	.03	-.05	-.01	-.08	.03	-.20	.09	.25	-.11	-.05	-.08	-.05	-.19	.31	.02	-.01	.19	-.11	.11	.00	.33	.20	.06	.05	.02	.02	.15	-.05	-.21	-.06	
7(5)	-.06	-.04	-.59	-.14	.04	-.15	.13	.12	-.09	.09	.25	-.01	-.12	.05	-.07	.14	-.01	.13	.03	.08	-.08	-.29	.00	.05	.03	.18	.02	.30	.10	-.00	.02	-.02	-.02	.09	
8	-.09	.28	.08	.02	.08	.00	-.13	.05	-.05	-.14	.07	.05	.02	.00	-.02	.00	.10	-.15	.00	.04	-.04	.02	.08	.17	-.00	.00	-.06	.01	.08	.06	-.07	.04	-.75	.00	
9	-.11	-.24	.00	.05	.02	-.01	.12	.02	.03	.08	-.05	.01	.03	.77	-.01	.08	-.04	.02	-.03	-.12	-.09	.09	.05	.08	-.02	.00	.10	-.01	.15	-.09	-.05	-.09	.00	.05	
10(6)	.21	.45	-.08	.07	-.09	.12	.19	.25	.04	-.07	.05	.01	.03	.77	-.01	.08	-.04	.02	-.03	-.12	-.09	.09	.05	.08	-.02	.00	.10	-.01	.15	-.09	-.05	-.09	.00	.05	
11	.05	.16	-.19	-.13	.12	.12	.29	.19	-.18	.02	-.08	.06	-.20	.16	.06	-.19	-.03	.37	.07	.28	-.00	-.18	-.03	.16	.13	.01	-.11	.08	-.09	-.26	-.10	.06	-.10	.06	
12(7)	.06	-.13	-.75	-.12	.02	.11	-.04	.01	-.02	.02	-.14	-.13	.02	.01	-.02	.02	.03	.01	.03	.13	-.06	.12	-.07	-.19	.01	.07	.02	.05	-.11	.05	.01	.07	-.01	.02	.11
13	-.22	-.05	.25	-.25	-.16	.03	-.31	-.08	-.03	.01	.12	-.06	-.12	-.09	-.06	-.41	.34	.00	.05	.19	.12	.10	.09	.00	.01	.03	-.18	.14	-.05	.01	.07	-.01	.02	-.11	
14	-.11	-.18	-.18	-.04	.15	.07	.05	.04	.05	-.04	.01	-.12	.03	.02	-.11	.01	.07	.10	-.07	.02	-.03	.06	-.06	-.08	-.02	.06	-.10	.80	-.11	.00	.05	.08	.04	.05	
15(8)	-.13	.35	.27	.15	-.08	.03	.16	.06	-.38	.05	-.00	.10	.01	.02	-.04	.16	.09	.00	.09	.05	.06	-.18	.21	-.23	.06	-.07	-.03	.11	.09	-.83	.02	.14	-.01	.05	
16(9)	.24	-.13	-.16	-.10	.26	.08	-.20	-.02	.08	-.33	.05	.17	.04	-.23	-.06	.16	-.06	-.15	.07	-.09	.23	.16	.36	.11	-.11	-.03	.03	.11	.09	-.83	.02	.14	-.01	.05	
17(10)	.06	.16	.11	.02	.04	.04	.05	-.23	-.37	.07	.03	.03	.15	.18	.17	.12	.23	.33	.18	.15	.15	.29	.01	-.01	.07	-.10	.06	.03	.11	.06	.05	.08	.16		
18(11)	.16	.18	-.35	-.01	.17	.15	.12	.18	.02	-.18	.02	.02	.21	.03	.18	.05	.19	.01	.03	.27	.07	.01	.13	.10	-.39	.19	-.08	.05	.10	.03	.10	.03	.15	-.17	
19(12)	.03	-.71	-.16	-.00	.18	-.07	.07	.02	-.08	-.06	.06	.16	-.14	-.08	.02	.16	.01	.13	.06	.00	.01	.02	.13	.10	-.12	.03	.01	.08	-.06	.07	.10	-.04	.10	.10	
20(13)	-.02	.10	-.07	.05	-.02	-.09	-.01	-.06	-.14	.02	.01	-.06	.01	-.01	-.80	-.02	.07	.00	.03	.10	.09	-.19	.02	.06	.00	-.03	-.09	.09	.03	-.02	.02	.02	.02	.02	
21(14)	.02	-.07	-.38	.00	.31	.16	.05	.27	-.07	.01	-.03	.19	.02	.04	-.29	.01	-.13	.05	-.20	.01	.03	.12	-.02	.19	-.14	.24	-.08	.15	.09	-.09	.17	.08	-.01	.23	
22(15)	-.17	-.12	-.32	.17	.27	.02	.05	-.06	.04	.16	-.03	-.11	.09	.06	-.28	.23	.11	.02	.19	-.13	.24	.07	.08	.13	-.02	.01	-.25	.14	-.18	-.16	-.05	-.09	.18	.09	
23(16)	-.05	.01	.04	.02	.53	-.11	-.24	.10	-.07	-.12	-.18	-.14	-.10	-.04	.10	-.10	-.29	-.05	.18	.12	.22	-.13	.08	-.07	.04	-.18	-.05	.11	-.07	-.05	.05	.18	.04	.08	
24(17)	-.14	-.13	.10	.16	.33	.07	.24	.03	.15	-.13	-.04	.23	-.02	-.05	-.38	.04	-.06	-.08	-.22	.06	.01	.33	.08	-.14	.08	.06	.02	.11	.03	-.00	-.22	.03	-.08	-.06	
25(18)	.12	-.73	.05	-.04	.17	.03	-.14	-.03	.12	.06	.04	-.00	-.06	-.02	-.09	-.02	.02	.05	-.32	.10	.03	-.10	.04	.04	.05	.10	.06	.07	-.05	.03	-.11	-.03	.11	-.09	
26(19)	-.05	.08	-.16	.15	.39	-.01	-.24	.00	.14	-.04	.05	.06	.02	.06	.02	.09	-.03	-.11	-.11	.01	.10	-.16	.15	-.11	.03	-.24	.17	-.05	.54	.04	.12	.10	-.14	.15	
27	-.02	-.07	.07	-.07	.00	.08	.06	.00	-.02	.08	.07	-.03	.05	-.01	.01	.12	-.06	.85	.04	.07	-.08	.02	-.01	.01	.05	.02	.00	-.09	.04	.00	.07	.06	-.11	-.02	
28(20)	.00	-.23	-.22	-.24	.30	.08	.03	.06	.01	.14	.07	-.06	-.16	.11	-.10	.04	-.02	.03	-.52	.06	-.14	-.15	.08	-.18	.16	-.07	.01	-.01	-.09	-.07	-.01	-.04	.05	.10	
29(21)	.17	.10	.06	-.01	.45	-.03	.13	-.15	-.03	.01	-.17	-.10	.45	.16	.07	-.06	.09	.06	-.13	.11	.06	.07	.12	.01	-.07	-.03	-.09	.04	-.13	.08	.01	-.03	.05	.34	
30(22)	-.16	-.13	-.01	.06	.83	.07	.01	.05	.01	-.04	.10	.03	-.04	.02	-.04	.01	.07	.01	.01	-.02	-.07	.02	.03	.02	.03	.05	.05	.03	.02	-.01	.01	-.13	-.03	.01	
31(23)	-.29	.24	-.08	-.00	.09	.13	.02	.05	-.10	.15	-.50	.08	.10	.03	-.10	-.07	-.05	-.02	.05	-.11	.06	.12	.15	.17	.03	.07	-.08	.10	-.22	.17	.23	-.06	.06	.21	
32(24)	-.32	.20	.00	.10	.06	.06	.08	.07	.01	-.02	.48	.05	.26	.01	.03	.17	-.06	.09	.03	.04	-.08	-.15	.07	.07	.12	.15	-.15	.08	-.08	.23	.01	.11	-.02	.12	
33(25)	-.64	.17	.13	-.01	.01	.10	.00	-.11	.06	-.03	-.07	-.03	-.09	.01	.03	.03	.11	.05	.05	-.07	.02	.07	.24	.25	.01	.03	.15	.18	-.01	.01	.11	.03	-.04	.14	
34	-.01	.19	.08	.12	-.04	.02	.00	.01	-.04	.05	-.07	.74	.11	-.01	.04	.07	-.05	.02	.06	-.01	.02	-.00	.07	-.02	-.01	-.10	-.09	.11	.09	.01	-.00				

APPENDIX G

AFFILIATION QUESTIONNAIRE - FINAL FORM

INSTRUCTIONS

A lot of studies have been done on the dating, marriage, and mating games. Much less is known about which sex people prefer to associate with when they're not looking for a prospective dating or mating partner. Of course, it's impossible to eliminate the factor of attraction between the sexes, but we would like to try to focus on the other factors that make people prefer men or women as friends, co-workers, etc. To help us find out, we want you to fill out the following questionnaire. It is important for you to be candid and thoughtful in your replies.

This is not a study of your personality and it has nothing to do with sexual preferences, heterosexuality or homosexuality. Rather, it is an attempt to find out under which circumstances people, in general, prefer to be with women or men, or whether they're neutral about this.

This material will be anonymous and completely confidential. Do not write down your name or student number. In turn, we ask you not to discuss this with anyone, to protect our follow-up study.

Your age _____

Faculty or School _____

Major _____

Have you taken this test before? Yes _____ No _____

Now, take the BLUE computer card and go through the question booklet, giving one response to each item by blackening the space in front of the corresponding number on the computer card. Be sure to answer every item.

(Women's Form)

PART I - Use BLUE computer card

Item 1. How would you describe your social relationships with persons of your own sex (excluding relatives)?

1. Very comfortable
2. Moderately comfortable
3. Neutral
4. Moderately uncomfortable
5. Very uncomfortable

Item 2. Think of your five best friends. Are they --

1. All women
2. Mostly women
3. Both women and men
4. Mostly men
5. All men

Item 3. Think of an older person (excluding parents) that you would go to if you needed advice or wanted to talk to someone about a problem. Is the person you think of --

1. A man
2. A woman

Items 4 - 15. Use the question booklet and not the computer card to answer items 4 - 15.

Now we would like to know what you do when you are with your friends. Below are some things which people sometimes do. Tell us what you do when you are with friends who are men by checking a space for each item in the Men's column. And then tell us about your your friends who are women by checking a space for each item in the Women's column. Be sure to answer both Men's and Women's columns. Work fairly rapidly.

	With Women			With Men		
	1 never	2 some- times	3 often	1 never	2 some- times	3 often
4. go for coffee						
5. go to movies						
6. talk about our families						
7. spend time goof- ing around						
8. go car riding						

	With Women			With Men		
	1 never	2 some- times	3 often	1 never	2 some- times	3 often
9. work						
10. talk about per- sonal problems						
11. study						
12. talk about poli- tics or serious things						
13. going to club, church, and other group meetings						
14. going on hikes, bike rides						
15. play bridge or other games						

Now use the computer card again, starting at Item 16 on the card.

Item 16. How do you find women as co-workers on a job, a group project, etc.?

1. Very productive and easy to work with
2. Moderately good to work with
3. Rather poor co-workers
4. Very unproductive and poor to work with
5. Avoid working with other women

Item 17. Think of situations in which you have had a person of your own sex in authority over you (for example, as a supervisor, a teacher, leader in a club). How have you found people of your own sex in these situations?

1. Very pleasant to work for
2. Moderately pleasant to work for
3. Moderately unpleasant to work for
4. Very unpleasant to work for
5. Avoid working with people of my own sex

Item 18. Comparing women and men when they are in authority, how do you find them?

1. Much prefer to work for a man
2. Usually prefer to work for a man
3. Find them about the same to work for
4. Usually prefer to work for a woman
5. Much prefer to work for a woman

Item 19. When you are in charge of a task, (as a supervisor, a teacher, a club leader, etc.) how do you find women to work with?

1. Very poor to work with
2. Somewhat worse than men
3. Women and men about the same to work with
4. Somewhat better than men
5. Very good to work with

Items 20-32. Following are a series of statements. Indicate your opinion about each statement by marking one appropriate space on the computer card. Make only one response for each statement. Work rapidly.

	1 Strongly Agree	2 Agree	3 Neutral	4 Dis- agree	5 Strongly Disagree
20. As far as I'm concerned it's natural for women to trust men more than other women.					
21. There are times when its good to be with other women--they understand.					
22. I dislike working with women.					
23. I feel an obligation to stick up for members of my own sex.					
24. I dislike hearing negative remarks about women.					
25. I am proud to be a woman.					
26. I can talk more easily with women than with men.					

	1 Strongly Agree	2 Agree	3 Neutral	4 Dis- agree	5 Strongly Disagree
27. I consider myself quite different from most women.					
28. I feel loyal to other women.					
29. I dislike the word "femininity."					
30. In arguments with people in authority, I'd rather have a man on my side.					
31. I would enjoy working under the supervision of a well-qualified woman.					
32. Women are better friends.					

Items 33-37. Following are hypothetical stories that involve possible reactions to a person or situation. There is no right or wrong answer; please pick only one answer.

Item 33. You have joined a sensitivity group where you know that personal feelings will be exchanged. You are assigned to a group consisting entirely of members of your own sex. How do you feel now?

1. Very uncomfortable, sorry the group isn't a mixed one.
2. Uncomfortable, sorry the group isn't a mixed one
3. Same as if I'd been in a mixed group
4. Comfortable, glad the group isn't a mixed one
5. Very comfortable, glad the group isn't a mixed one

Item 34. You decide to go for professional help about a personal problem. When you go to make your appointment, you notice that there are both men and women counselors. When the receptionist asks you if you'd like to see any particular counselor, you reply:

1. I'd strongly prefer to see a woman
2. I'd prefer to see a woman
3. It doesn't make any difference to me
4. I'd prefer to see a man
5. I'd strongly prefer to see a man

Item 35. Mrs. S. is a housewife who has just moved into a new neighborhood. She is told that the neighborhood women often meet for coffee and is invited to join them. If you were Mrs. S., what would you be most likely to do?

1. Decline the invitation
2. Go once or twice to be polite, then find some excuse to stop going
3. Meet the women and then decide whether you want to keep going
4. Join them once in awhile, whenever you have enough time
5. Join them regularly

Item 36. Imagine that you are taking a social science course where the class is divided into seminar groups for discussion. You are assigned to a group consisting of women only. How do you anticipate that the group will turn out to be?

1. Much less interesting than a mixed group
2. Less interesting than a mixed group
3. About as interesting as a mixed group
4. More interesting than a mixed group
5. Much more interesting than a mixed group

Item 37. Imagine that you are driving down a lonely road late at night and come upon a serious accident. The people are severely injured and, as it is unlikely that anyone else will come along, you must act at once. Who would you wish to have as your companion in this emergency?

1. Strongly prefer a woman
2. Somewhat prefer a woman
3. Either a woman or a man
4. Somewhat prefer a man
5. Strongly prefer a man

Item 38-46. Now imagine that you have the interest, opportunity and ability to belong to the following groups. Imagine, too, that you are not looking for prospective dating or mating partners. Assuming that you could choose between people equal in all others respects, would you prefer a group made up of all women, mostly women, women and men equally, mostly men, all men? Check one space for each item on the computer card.

<u>Note choices carefully</u>		1 All Women	2 Mostly Women	3 Women & Men Equally	4 Mostly Men	5 All Men
38.	For a group of friends talking about personal experiences and feelings, I would prefer a group made up of --					
39.	For co-workers in a job, I would prefer --					
40.	For a group that is "brainstorming" or dreaming up ideas					
41.	For a group to accomplish a practical task before a deadline					
42.	For a serious political discussion					
<u>Note choices carefully</u>		1 All Men	2 Mostly Men	3 Men & Women Equally	4 Mostly Women	5 All Women
43.	For a group of friends in a heavy political discussion					
44.	For a group of friends making light conversation about the "trivialities" of daily life.					
45.	For a competitive sports group where the people are all equally capable					
46.	For a seminar on the art of child rearing					

Item 47. Most all-female groups can best be described as:

1. Very boring
2. Boring
3. Neutral
4. Interesting
5. Very interesting

Item 48. Most all-female groups can best be described as:

1. Very worthwhile
2. Worthwhile
3. Neutral
4. Worthless
5. Very worthless

Item 49. When a group of women get together, the things they talk about are usually:

1. Very important
2. Important
3. Neutral
4. Trivial
5. Very trivial

Item 50. Groups of women often gossip about members that are absent:

1. Strongly agree
2. Agree
3. Don't know
4. Disagree
5. Strongly disagree

PART II - Use YELLOW computer card

Item 51. Cooperativeness in all-female groups is:

1. Very low
2. Low
3. Neutral
4. High
5. Very high

Item 52. Before the wedding of a casual friend, if you were invited to a bridal shower for the bride, how might you usually react?

1. Would definitely avoid going
2. Would avoid going
3. Indifferent
4. Happy to go
5. Very happy to go

Item 53. If you belonged to an all-female group and someone said it was a "typical women's group," how would you feel?

1. Very complimented
2. Complimented
3. Neutral
4. Insulted
5. Very insulted

Item 54. Can you imagine yourself being interested in joining a typical women's group?

1. Yes
2. Maybe
3. Not really
4. No

Item 55. If someone told you that you were "just like most women," how would you feel?

1. Very pleased
2. Quite pleased
3. Rather indifferent
4. Quite displeased
5. Very displeased

Item 56. When you hear someone make a particularly complimentary remark about women, what might usually be your first reaction?

1. Feel that such remarks also reflect on me as a woman
2. Feel no different than as if I hear a similar remark about men
3. Feel that it has nothing to do with me

Item 57. When you hear someone make a particularly uncomplimentary remark about women, what might usually be your first reaction?

1. Feel that it has nothing to do with me.
2. Feel no different than I would hearing a similar remark about men
3. Feel that such remarks also reflect on me as a woman

Item 58. If you were taking a course and you had a choice of instructors would you, in general,

1. Strongly prefer a man
2. Prefer a man
3. Makes no difference
4. Prefer a woman
5. Strongly prefer a woman

Item 59. If someone told you that you were a "typical woman," how might you usually feel?

1. That it is untrue
2. That it is rather untrue
3. Indifferent about it
4. That it is partially true
5. That it is true

- Item 60. If you did something and the person with you said, "that's just like a woman," what might be your most usual reaction?
1. Very happy
 2. Quite happy
 3. Rather indifferent
 4. Quite unhappy
 5. Very unhappy
- Item 61. In general, I seldom have social relationships with women, if I can help it.
1. Strongly agree
 2. Agree
 3. Neutral
 4. Disagree
 5. Strongly disagree
- Item 62. If someone referred to you as being a "real woman," how would you usually feel?
1. Very proud
 2. Proud
 3. Indifferent
 4. Ashamed
 5. Very ashamed
- Item 63. Imagine someone complimenting you on your femininity. How might that usually make you feel?
1. Very displeased
 2. Quite displeased
 3. Rather neutral
 4. Quite pleased
 5. Very pleased
- Item 64. Imagine that you are forming a small discussion group where everyone can be personally selected by you. Would you be likely to choose
1. All men
 2. Mostly men
 3. Men and women equally
 4. Mostly women
 5. All women

Item 65. Thinking about it now, what is your most usual feeling about being a member of the female sex?

1. Very proud
2. Proud
3. Indifferent
4. Ashamed
5. Very ashamed

Item 66. Thinking about it now, what is your most usual feeling about the female sex, as a whole?

1. Very bad
2. Bad
3. Indifferent
4. Good
5. Very good

Affiliation Questionnaire - Final Form (Men's Form)

The Men's Form was identical to the Women's Form, except that where the Women's Form reads "women," the Men's Form says "men"; and where the Women's Form reads "men" the Men's Form reads "women." For example, Item 2 on the male form reads:

Think of your five best friends. Are they --

1. All men
2. Mostly men
3. Both men and women
4. Mostly women
5. All women

Item 20 on the male form reads:

As far as I'm concerned it's natural for men to trust women more than other men.

The two items which differ, #35 and #52 are given in full in Table 5 and Table 14.

APPENDIX H
SCORING FOR AFFILIATION QUESTIONNAIRE

Scoring for Affiliation Questionnaire

A. 5 choice items

	<u>Item Numbers</u>
1. +2	
2. +1	
3. 0	1,2,4,5,6,7,8,9,10,11,12,13,14,15,21,
4. -1	23,24,25,26,28,31,32,34,37,38,39,40,41,
5. -2	42,48,49,53,55,60,62,65.

B. 5 choice items

	<u>Item Numbers</u>
1. -2	
2. -1	
3. 0	18,19,20,22,27,29,30,33,35,36,43,44,47,
4. +1	50,51,52,58,59,61,63,64,66,45,46.
5. +2	

C. 3 choice items

	<u>Item Number</u>
1. +1	
2. 0	
3. -1	56

D. 3 choice items

	<u>Item Number</u>
1. -1	
2. 0	
3. +1	57

E. 4 choice items

	<u>Item Number</u>
1. +2	
2. +1	
3. -1	54
4. -2	

F. 2 choice items

	<u>Item Number</u>
1. 0	
2. +1	3

G. 5 choice items

	<u>Item Numbers</u>
1. +2	
2. +1	
3. -1	16,17
4. -2	
5. -3	

H. Same-Sex Column ("with women" for women, "with men" for men).

Never	-	-1	<u>Item Numbers</u>
Sometimes	-	0	
Often	-	+1	4 - 15 inclusive

Opposite-Sex Column ("with men" for women, "with women" for men).

Never	-	+1	<u>Item Numbers</u>
Sometimes	-	0	
Often	-	-1	4 - 15 inclusive

Item score consists of summed same and cross-sex scores; thus, a person who marks "Never" for both same and opposite sex friends would score 0 on that item. A person who marked "Never" for same-sex and "Often" for opposite sex would obtain -2 for that item.

This scoring controlled for differences on activity preferences, so that all that would be shown in the score was the same versus opposite sex preference. Note that the possible scores range from +2 to -2, and were entered in the scoring accordingly -- see Part A on scoring of the Affiliation Questionnaire.

Scoring for Scales

Scale 1 - Important Tasks

Item Numbers (Starred numbers to be reflected for scoring).

3,6*,8,12,18,30,35*,37,39,42,43,44*,46*,50,53,58

Scale 2 - Companionship

Item Numbers (Starred number to be reflected for scoring).

2,4,5,7,11,14,15,32,45*

Scale 3 - Working Relationships

Item Numbers (Reflect starred item)

14,16,17,19,20,21,22,31,51,61,60*,66

Scale 4 - Same-Sex Groups

Item Numbers

47,48,49,51,53,54,55,66

Scale 5 - Personal Friendship

Item Numbers

6,21,26,28,32,38

Scale 6 - Dependency Relationships

Item Numbers

3,10,18,20,31,34,40

Scale 7 - Acceptance of Sex-Role Labels

Item Numbers (Reflect starred item)

1,9,10,29,33,39,58*, 62,63

Scale 8 - Loyalty to Own Sex as a Group

Item Numbers

23,24,36,56,57

Scale 9 - Pride in Own Sex as a Group

Item Numbers

23,24,25,62,64,65,66

Scale 10 - Dissociation from the Typical Member of Own Sex

Item Numbers

27,52,55,59,60

APPENDIX I
CORRELATION MATRICES

APPENDIX I, PART 1

CORRELATION MATRIX FOR ALL SUBJECTS, USING BIOGRAPHICAL INFORMATION, SEX-ROLE
STEREOTYPE QUESTIONNAIRE AND AFFILIATION QUESTIONNAIRE RESULTS

	Compe- tency	Warmth Total	Other*	Scale 1	Scale 2	Scale 9	Scale 4	Scale 3	Scale 6	Scale 7	Scale 8	Scale 5	Item 68	Item 69	Item 70	Item 71	Item 74	Item 75
				Imp. Tasks	Comp.	Pride	Groups	Work	Dep.	Labels	Loyalty	Pers. Friend.						
Warmth	-.47																	
Total																		
Other*	-.62	-.27																
Scale 1	-.02	.00	.08															
Scale 2	.37	-.29	-.09	.49														
Scale 9	-.14	-.02	.22	.48	.03													
Scale 4	-.26	.19	.10	.45	-.09	.13												
Scale 3	.02	.06	-.04	.67	.42	.06	.28											
Scale 6	-.00	-.01	.04	.70	.24	.20	.32	.48	.63									
Scale 7	.13	-.14	.02	.69	.57	.21	.05	.42	.20	.22								
Scale 8	-.21	.19	.07	.39	-.21	.31	.42	.11	.20	.04	.24							
Scale 5	-.34	.26	.14	.31	-.19	.15	.64	.11	.22	-.01								
Item 68	.09	-.03	-.11	-.02	.03	-.04	-.00	.00	.01	.04	-.09	-.05	.62	.22	-.34			
Item 69	.14	-.03	-.14	.04	.00	-.05	.01	.04	.15	.15	-.10	-.09	.08	.09	.48	-.18		
Item 70	.01	.05	-.08	-.03	-.11	-.01	-.05	.10	-.03	-.03	-.02	-.06	.05	.33	.02	-.01	-.02	
Item 71	-.03	.13	.00	.16	.06	.01	.14	.13	.14	.11	.06	-.03	.45	.09	.48	-.01	-.02	
Item 74	.03	-.02	-.03	-.13	-.12	-.06	.12	-.09	-.03	-.05	-.07	-.10	-.18	.02	.02	-.01	-.02	
Item 75	-.21	.25	.02	.04	-.16	.13	.20	-.02	.04	-.06	.17	.13	.08	-.18	.03	-.05	-.00	
Item 76	-.10	.09	.04	.00	-.01	.03	-.04	-.04	-.09	.01	.02	-.05	.08	-.03	-.03	-.05	-.00	.10

* Social desirability score on the Sex-Role Stereotype Questionnaire under instructions to describe an adult person of the same-sex.

APPENDIX I, PART 2

CORRELATION MATRIX FOR SUBJECTS WITH WORKING MOTHERS, USING BIOGRAPHICAL INFORMATION, SEX-ROLE STEREOTYPE QUESTIONNAIRE AND AFFILIATION QUESTIONNAIRE RESULTS

	Compe- tency	Warmth Other*	Total Other*	Scale										Scale 8	Scale 7	Scale 6	Scale 5	Scale 4	Scale 3	Scale 2	Scale 1	Imp. Tasks	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	Loyalty Friend.	
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* Social desirability score on the Sex-Role Stereotype Questionnaire under instructions to describe an adult person of the same-sex.

APPENDIX J
BIOGRAPHICAL ITEMS

Biographical Items

Item 67. What is your marital status?

1. Single
2. Married
3. Separated, divorced, widowed

Item 68. What level of education did your father complete?

1. Grade school
2. Junior high school (or partial high school)
3. High school (or partial college)
4. College or university
5. Graduate professional training (M.D., Ph.D., LL.B., etc.)

Item 69. What is (was) your father's occupation?

Item 70. What is (was) your mother's occupation?

Item 71. Did your mother work when you were a child?

1. Worked full-time throughout my childhood
2. Worked part-time throughout my childhood
3. Worked on and off (part-time or full-time)
4. Worked only after her children were older (part-time or full-time)
5. Did not work at all.

Other (specify) _____

Item 72. If your mother worked, how satisfied do you think she was with her work?

1. Very satisfied
2. Satisfied
3. Indifferent
4. Dissatisfied - wanted to spend more time at home
5. Dissatisfied - wanted different or greater career involvement

Other (specify) _____

Item 73. If your mother worked, what was her main reason for working?

1. To earn money for basic necessities
2. For extra money for luxuries
3. For job satisfaction
4. To get out of the house
5. Both financial need and because she wanted to work

Item 74. What level of education did your mother complete?

1. Grade school
2. Junior high school (or partial high school)
3. High school (or partial college)
4. College or university
5. Graduate professional training (M.D., Ph.D., LL.B., etc.)

Item 75. What is your religious preference?

1. Atheist, agnostic
 2. Unitarian
 3. Jewish
 4. Protestant
 5. Roman Catholic
- Other (specify) _____

Item 76. How would you describe your political views?

1. Radical
2. Somewhat liberal
3. Moderate
4. Somewhat conservative
5. Apathetic

Now we'd like some information about the clubs or organizations to which you belong. We consider a club any voluntary group of more than two people which meets with some regularity and has some means of distinguishing members from non-members. By our definition, even a group of people who meet for coffee in a student residence could be considered a club, if more or less the same people were included in the group all the time, and if they met regularly. We're really interested in any group of people that is a regular part of your life, and that you meet with voluntarily (not, for example, a group that you attend to meet a course requirement or because it's part of your job).

Item 77. How many clubs or groups do you attend?

1. None
2. One
3. Two
4. Three
5. Four or more

Item 78. How many of these are all-female clubs?

1. None
2. One
3. Two
4. Three
5. Four or more

Item 79. If you belong to one or more all-female clubs, think of the all-female groups which you attend most frequently. Would you consider it,

1. Very interesting
2. Interesting
3. Neutral
4. Boring
5. Very boring

Item 80. Again, think of the all-female group which you attend most frequently, would you consider it,

1. Very worthless
2. Worthless
3. Neutral
4. Worthwhile
5. Very worthwhile

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